

Fall 2009 **Anthropology 1: Introduction to Physical Anthropology**

Dr. Blair Gibson

Office: Art-B 330 D

Phone No: (310) 660-3593 x3580

email: dbgibson@elcamino.edu

Office hrs: M, W 1:30-2:30 PM; T, TH 8:30-9 AM, 2-2:30 PM; F 11:30-12:30 PM

Faculty web page: www.elcamino.edu/faculty/dbgibson/ (link to the class web page is on this page)

Texts: Required: *The Human Species*, 7th ed., John Relethford

A Photographic Atlas of Physical Anthropology, Whitehead

Strongly recommended: *The Human Evolution Coloring Book*, 2nd ed., Adrienne Zihlman

Course Description: This course is a survey of the theoretical premises, state of knowledge, and current issues in the field of biological anthropology. The course will cover genetics and physiology, primate cladistics, anatomy, and behavior, and the fossil record for the evolution of the primate order.

Course resources: Syllabi, handouts, and Powerpoint lectures can be viewed and downloaded on the class web page - accessed through my faculty index page. Copies of the textbooks are on reserve in the library in the reserve reading area. The textbook has its own website with resources.

Course Objectives / Student Outcomes

1. Analyze cellular biology and the processes by which genetic information is transmitted.
2. Describe the history of the development of evolutionary theory and analyze modern theory of Darwinian evolution by natural selection.
3. Discuss the various adaptations that organisms have undergone in response to selectional pressures.
4. Identify and explain the physical and behavioral characteristics of the various primate groups.
5. Evaluate theories of human behavior by applying primate models to the evolution of human social behavior.
6. Outline the evolution of the various fossil hominid species and assess the various theories regarding their evolution and relationship to modern human beings.

Course requirements: 5 tests, a worksheet, a genetics problem set, an anatomy quiz, and a report derived from observations made at a zoo (the Non-human Primate Report). All

exams will be multiple choice and non-cumulative, and will include questions on any films that are shown. Bring Scantron form 882 ES to all exams. Grammar and spelling will be graded on all written assignments.

Grading	quizzes.....	8% (33 pts.)
	worksheet and problem set	11% (50 pts.)
	exams.....	58% (250 pts.)
	Non-human primate report	23% (100 pts.)

Point breakdown: syllabus quiz 10 pts., natural selection worksheet 25 pts., Hardy-Weinberg worksheet 25 pts., primate anatomy quiz 23 pts., exams 50 pts. ea., non-human primate report 100 pts. = 433 pts.

The grading scale for the exams hinges on the highest grade achieved on the exam. The grade scale descends in 10% increments from that score.

Extra Credit: students are encouraged to go to relevant public lectures and do oral presentations of newsworthy items before the class for extra credit – see guidelines. Students will be disqualified from extra credit for excessive tardies and unexcused absences (2 week’s worth).

*** If you have any special problems or pressures, please discuss them with me as soon as you can, not at the end of the term!***

COURSE POLICIES

Full participation is expected from the participants in this course. This responsibility entails attending class meetings, turning in work punctually, and reading the assigned materials. There are, sadly, *consequences* for not living up to these responsibilities:

Late assignments – I accept late work, but the grade on an assignment is dropped by the point equivalent of one grade level (10%) for every class meeting it is late. Unexcused absences or mechanical difficulties with a computer or printer are not valid excuses. I will not accept late assignments during the last week of class. Assignments handed in late are graded at my convenience.

“Lost” assignments - My Operative Assumption: I don't lose assignments. If it is claimed that I have lost a student’s work the following procedure is followed: **1)** I will request that the student immediately produce a back-up photocopy or print-out of the assignment in question. The backup must be furnished to me within 24 hours of the request. **2)** A search is made of my office, car, and home for the student’s original work. If the original is not found, **3)** I retain the backup until the very end of the semester. At the end of the semester I look over the student’s record of attendance and assignment completion. If the student has missed 3 classes or fewer, and has turned in all other work punctually then I grade the backup and enter the points without deduction. If the student’s class attendance and work submission record is irregular, or the so-called back-up looks

fishy then I conclude that I have been lied to and not only throw the backup into the trash can, but also erase all of the student's extra credit points from my records. I will not assume responsibility for any work or other submissions purportedly sent to me via email, shoved under my door or placed in my box.

Attendance - I take attendance at the beginning of the period. I don't adjust attendance retroactively, so if a student misses roll due to being late to class it is the student's responsibility to seek a correction on the day of the tardy. Being habitually late to class makes a strongly negative impression on me due to the disruptive effect it has on the class. A tardy will count as ½ unexcused absence. A student who leaves the class early will not only have 20 pts. deducted from their score, but they will also be logged as absent for the day.

A student who is absent on a given day is still responsible for what transpired in class on that day. Missing class often means not receiving materials like study guides and guidelines for assignments. A total of unexcused absences exceeding two weeks will result in a student being barred from accumulating further extra credit. The student is to come to the instructor's office during the office hour to obtain any handout or unclaimed work a student has missed due to an absence. Attendance will figure into my grading at the end of term if the grade is borderline. In line with college guidelines, I consider absences exceeding a week to be excessive.

Make-ups: No make-ups are allowed on the syllabus quiz, museum quiz or the final exam. Exams may only be made up under the following conditions: 1) the reason for missing the exam is a serious documentable crisis – **a family vacation is not an allowable excuse** 2) the instructor has been contacted on the day of the crisis or before. 3) Documentation of the problem is furnished to me prior to taking the make-up. Make-ups may only be taken in my office during my office hours. I will only delay handing back an exam one class meeting to accommodate make-ups. **Under no circumstance will I administer an exam prior to its scheduled date.**

STUDENT CONDUCT

Unrighteous behavior: I don't fool around with those who cheat. Cheating includes copying off another's test, copying another student's assignment, or lifting material from a source, including the texts, without proper acknowledgement (plagiarism). Learn the consequences at your peril!

If you wish for me to waiting for you at grade time with vengeance in my heart, then do any of the following 1) leave the classroom while lecture is in progress, and for added effect, cross directly in front of me to make sure I lose my train of thought. **It is never OK to leave a lecture early!** 2) read a newspaper, talk to your neighbor, show off your laptop computer, or sleep while lecture is in progress. 3) bring an active pager or cell phone to class, and if you really want to see an enraged instructor, take a cell phone call while class is in progress. These are all effective ways of communicating to me your interest level in the class, and your respect for me as a teacher.

Drops - Generally speaking, I will automatically drop anyone with two consecutive weeks of absences, or if the student drops more than 30 points below the boundary to pass the course (after discussing the situation with the affected student). However, oversights occur, so ultimately it is the responsibility of the student to withdraw from the class if the student wishes to do so.

Incompletes - an incomplete will only be given to a student caught in the throes of a crisis not related to class performance.

Grade Reporting - If you wish to know your grade ahead of official reporting, bring me a grade card at the final exam, or send me an email requesting the grade.

Lectures

<u>Week</u>	<u>Lecture topic and readings</u>	<u>Relethford</u>	<u>[Zihlman]</u>
(1)	The field of biological anthropology Receive natural selection worksheet	Chpt. 1: 3-12	
(2)	Science, evolution, and natural selection Syllabus Quiz on Friday September 11th	Chpt. 1: 12-28 Chpt. 4 Chpt. 5: 130-139	[Section 1 Intro., 1-1, 1-2]
(3)	Inheritance and population genetics Chpt 3; Chpt. 5: 125-128 Receive genetics worksheet.	Chpt 2: 41-48 Appendix 1	[1-10, 1-11, 1-12, 6-13]
(4)	Cell biology, DNA and protein synthesis NS worksheet due Mon. Sept. 21st	Chpt. 2: 31-41; 49-60 Chpt. 5: 128-130	[Section 2 Intro., 2-1 – 2-5]

Test # 1 Friday September 25th

(5)	Behavioral genetics Genetics Worksheet due Fri. Oct. 2nd	Chpt. 2: 57-60	[3-14]
(6)	Genetic evidence for evolution in humans: human polymorphisms.	Chpts. 14 & 15	[6-11, 6-14, 6-15]

Test #2 Fri. October 9th

(7)	The living primates: ecological concepts,	Chpt. 9: 219-223	[Section 3 & 4 Intro., 1-6, 1-7, 3-1 – 3-3, 3-5, 3-6, 4-1, 4-4 – 4-9, 4-13, 4-15, 4-16, 4-18, 4-20, 4-22, 4-33 - 4-35]
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cladistics, and core characteristics Chpt. 9: 223-233 [Appendix, 3-21, 3-24]
Chpt. 10; Appendix 2

(8) Primate comparative anatomy Chpts. 9 & 10 [3-8 – 3-17, 5-14 – 5-17]
Receive museum quiz Chpt. 11: 287-303; Appendix 4

Museum quiz taken Fri. October 23rd

(9) Primate social structure and behavior Chpt. 9: 303-307 [3-4, 3-23, 3-29, 4-33]
Chpt. 10: *passim*; Chpt. 11: 297

.... capacity for learning, and communication. Chpt. 11: 303-312 [3-32 – 3-35]

Non-human primate report due Friday October 30th

(10) **Test #3 Monday November 2nd**

Dating techniques. Chpt. 12: 315-320 [1-21, 1-22, 5-4]

(11) The origins of the primates Chpt. 12: 322-341 [4-2, 4-3, 4-10, 4-11, 4-27, 4-28, 4-29]

(12) The origins of the Hominidae Chpt. 13 [5-5 – 5-13, 5-16 – 5-22]

(13) Early *Homo* Chpt. 14: 379-396 [5-23 – 5-25]

Test # 4 Monday November 23rd

(14) *Homo sapiens*. Chpt. 14: 396-410 [5-26]

(15) *Homo sapiens sapiens* Chpt. 15 [5-27 – 5-29]

(16) **Final on Friday of the last week of class: December 18th**