

INTRODUCTION TO PHYSICAL ANTHROPOLOGY
SOCA 252; SPRING 2008
WEST VIRGINIA UNIVERSITY

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Lectures: T-TH 8:30-9:45 151 Brooks Hall

Office Hours: T-TH 10:30-11:30 AM & by appointment; feel free to talk to me before or after class

Course Description and Objectives:

This is an *introductory* course designed to initiate students to the theory of evolution as well as the methods and data regarding the evolution and prehistory of modern humans. The unique characteristic of the course as an anthropology course is the situating of human evolution within both a biological and cultural context. Culture, as an anthropological distinctive, is a guiding framework for trying to understand the emergence and development of modern humans. As this is a complex and multi-faceted exploration, we will by necessity consider multiple lines of evidence. We will consider:

- The history of the theory of evolution;
- Natural selection and the genetic evidence for evolving populations;
- Geological and archaeological methods and concepts;
- The human skeleton;
- Dimensions of primatology as affecting our understanding of humanity;
- The human fossil and archaeological record.

At the conclusion of this course, I expect students to be able to (learning outcomes):

- 1) Describe the history of the idea of evolution;
- 2) Define natural selection and relate it to the modern synthetic theory of evolution;
- 3) Explain why the concept of race does not apply to humans;
- 4) Identify the major bones of the human skeleton;
- 5) Summarize primate models for human evolution;
- 6) Contrast differences between human and primate skeletons;
- 7) Apply known differences between non-human primate and human skeletons to assess the fossil record, particularly as new discoveries change our understanding of human origins.

Required Textbook:

Stanford, Craig, John S. Allen, and Susan C. Antón. 2008. *Exploring Biological Anthropology: The Essentials*. Pearson Prentice Hall, Upper Saddle (NJ). ISBN-10: 0-13-228857-5; ISBN-13: 978-0-13-228857-5.

Required Supplies:

- Three (3) new scantron sheets (FORM NO. 882 or 882-ES): **you must have a new, clean scantron and a pencil for exam #1, #3, and #4;**
- A number of blank sheets of notebook or plain paper;
- A basic calculator for one in-class assignment (see schedule).

Grading:

This is a very broad course encompassing a variety of components. Not every course component will necessarily match each student's interests and strengths. Therefore, there are many different opportunities for students to indicate their engagement and knowledge in this class. Your final grade will be based on a combination of exams, in-class assignments, and attendance, as follows:

Exams	4 x 100 points=	400
In-class Assignments	7 x 10 points=	70
Attendance	10 points=	10
Group Grade	10 points=	10
Total		490 points

Examinations: Each examination, except for the second exam, will consist of a combination of multiple-choice, matching, and true- false questions (50 questions; each question is worth 2 points). The questions for each exam will be based on material from both readings and lectures (including all discussions, films, and exercises). In constructing the exam, I will privilege material covered in class and the book as first priority, class only material as second priority, and book only as third priority. **Each student is required to bring a new, clean scantron to the first, third, and fourth exam.** The second examination covers the osteology portion of the course. That examination is composed of identification (spelling counts) and short answer. An answer sheet will be provided for the second examination. Each exam is worth 100 points.

Examination policies: Basic examination policies follow; other policies may be added as necessary.

- Once the first exam has been completed and turned in by a student, no new exams will be passed out to latecomers.
- No student will be allowed to leave the room and return once the exam is passed out and allowed to return. Once you leave the room you are considered to have finished the exam.
- All personal effects must be stowed below or behind your desk.
- Hats must be turned backwards or taken off during exams.

Make-up examination policy: Students absent from regularly scheduled examinations **because of authorized University activities** will have the opportunity to take them at an alternate time.

Documentation is required. Such make-up exams will be of comparable difficulty to the original examination. These make-up examinations will be held on Fridays from 2:30 to 4:30 pm in the Division of Sociology and Anthropology (see the sign by the elevators on the third floor of Knapp Hall or inquire in 307 Knapp Hall for the exact location). In order to have a make-up examination available to a student, **the instructor must be notified of the need for a make-up in advance of the exam or within 48 hours of missing the exam.** You should take your make-up exam within one week of your missed exam (e.g., the following Friday). You must show your Student ID and sign in to take the make-up exam. Bring a scantron. Failure to take the make-up examination in accordance with these guidelines will result in a 0 score for that exam. In order that final grades may be submitted in a timely fashion, any make-up examinations for the final examination **must be completed within 48 hours of the regularly scheduled exam** at the convenience of the instructor and at a location of the instructor's choosing.

I am not required by the Division of Sociology and Anthropology to provide a make up examination for any reason other than a documented, authorized University activity. Make up examinations are inherently unfair to students who take the in-class exam. Should a make-up be necessary for an extreme but documentable unauthorized reason (e.g. military deployment, extended personal hospitalization, death of a close family member), the exam will be more difficult, it will be essay format, it will not be curved, and it will be worth 90% of the in-class exam. Make ups for reasons other than authorized University activities are limited to one per student.

In-Class Assignments: A number of the meetings scheduled in this course will involve hands-on activities and/or group activities. Such in-class assignments will be due at the conclusion of the activity

or at the end of class. At least some class time will be provided to work on all of the assignments. Each assignment will be evaluated as follows:

- 10 points=Full, complete exercise with correct information;
- 7 points=Incomplete exercise with/or poor information;
- 0 points=Inappropriate product, turned in late or nothing turned in.

Please note that assignments cannot be “made up” and **no late assignments will be accepted for points.** This course has at least 9 in-class assignments. The top 7 assignments will be used for your final grade (70 point maximum). An additional two assignments may be used as extra credit toward your final grade (20 points maximum).

Attendance: Students are expected to attend every class and are responsible for all class assignments, lectures, notes, films, and exams whether they are in class or not. Though this is basically a lecture course, it is taught in a strongly hands-on fashion (students who skip class typically do not do well in this course). Attendance will be taken at every class. Absences equaling two weeks or less of class will result in the addition of 10 points to a student's score. More absences (more than two weeks of class) will result in the loss of all attendance points. Tardiness is disruptive to your classmates and to your learning process and each tardy will count as ½ of an absence. Leaving and reentering class is also disruptive to your classmates and can also result in the loss of attendance credit. Attendance in this class is on an honor system: you are expected to honestly track your attendance as a group at the start of each class period.

Group Grade: In-class assignments and attendance will be completed within groups. These groups are assigned and will be constant throughout the semester. At the end of the semester, each group member will be graded by and have the opportunity to grade their fellow group members on a scale of 10 to 1. Each student will receive an average score out of 10 as their “group grade.” Students will evaluate one another on their class participation in terms of attendance consistency, participation consistency, positive group contributions, and general preparedness.

Extra Credit: As noted above, two additional in-class assignments, up to 20 additional points, may be added to your point total. Each exam will also have one extra question, worth two points (this policy effectively provides every person taking the in-class exam and the authorized University absence make-up exam two points per exam).

Challenging Assigned Grades: All assigned grades on student work may be challenged. The challenge must be written (preferably typed) and made **within** one week of the return of the assignment or exam to the class as a whole. The challenge must include: the question or issue, the graded answer, your answer, and a persuasive argument as to why you believe your answer is correct. (Please note that stating you are “two points away” from the grade you desire is not a persuasive argument!). Please note that the reexamination of graded materials may result in either a higher or lower grade.

Final Grades: The following scale will be used to determine final grades:

- A = 490 – 441 points
- B = 440 – 392 points
- C = 391 – 343 points
- D = 342 – 294 points
- F = 293 points and below

Final grades are assigned by total points earned and not by percentages. This scale will not be “curved.” Final grade point totals will not be “rounded up,” as there are ample opportunities to earn extra credit in this class. However, the instructor reserves the right to throw out or amend individual examination questions according to both objective knowledge expectations and overall class comprehension.

Withdrawals: The student, not the instructor, is solely responsible to initiate and complete a withdrawal from this course. The instructor will not provide a “W” grade for non-attendance. You will receive the grade earned, which may be a 0.0.

Social Justice Statement:

“West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services. (293-6700)”

Academic Integrity:

Each student is expected to submit work that is original and solely the product of the student or the group of students given the assignment. Plagiarism, cheating, forgery, falsification of data, and other forms of academic misconduct will not be tolerated. Further information is available from the student handbook and being familiar with its content is a good practice. The student handbook, “The Mountie,” can be accessed online at: <http://www.arc.wvu.edu/rights.html>. Section 1.6 reads, in part:

14. The term “cheating” includes, but is not limited to: (1) giving or receiving of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Additional important information for students regarding West Virginia University’s Policies and procedures concerning academic discipline, academic integrity, the student code of conduct, and disciplinary measure instructors can take is located in “The Mountie.” I urge you to familiarize yourself with this information.

General Expectations:

- **Instructor Responsibilities:** Just as students have dominant learning styles, so too instructors have dominant teaching styles. My dominant style is lecturing. I recognize, however, that not all students learn best in a lecture format. Therefore, I have amended my teaching practice to incorporate other activities into this course, such as group activities, large and small group discussions, videos, games, and brief response papers. It is my intention to create a welcoming learning community within this class.
- **Student Responsibilities:** Good learning is not the sole responsibility of the instructor. Indeed, as the instructor, I can teach you but I cannot “learn you.” You must do your own learning.

Students are therefore expected to participate in their own learning as part of their personal educational journey. The following list forms a minimum expectation for students as you actively engage this course. Undoubtedly all of you will surpass this list:

- Consistent and regular class attendance;
- Prompt completion of readings and other assignments;
- Seeking to create a learning environment by respectfully asking questions of the instructor when the student is confused by or disagrees with the course material;
- Seeking to create a mutual learning environment by knowing one's fellow classmates and demonstrating respect to one another in and out of the classroom;
- Setting personal educational goals for this class and adjusting personal learning style to the instructor's teaching style.

Additional items may be added to this as need arises and as we develop our learning community within this class.

- ***Seeking Assistance with class:*** Often students find unexpected events take precedence over planned priorities, such as school. If you find yourself struggling in the class or struggling to balance your education with other activities, I might be able to help. Please feel free to contact me. This is especially true if you find yourself missing class due to extended illness or other prolonged situations.
- ***Classroom Decorum:*** An enjoyable learning experience is our collective responsibility. Some general guidelines:
 - **Absolutely NO beepers, cell phones, or other similar electronic or mechanical devices are to be heard or used during class.** They are a distraction to the instructor and to the other students in the class. Electronic devices may not be used during exams.
 - Occasionally students need or desire to use tape recorders or touch-typed notes for their own study purposes: therefore **tape recorders and computers will be allowed only on a case-by-case basis. Prior permission is required** and if their use becomes disruptive (or I find you are using your computer for purposes other than note-taking), permission will be revoked.
 - Tardiness and early departures from class are disruptive to the class as a whole and are not expected. Should an unavoidable situation arise, notify the instructor **PRIOR** to the start of class (e.g. call ahead or indicate to the instructor that an early departure is needed before class begins). Chronic tardiness and early departures can result in the loss of attendance points.
 - This class is built on lectures, large group discussion, small group discussion, and activities. For everyone to have the opportunity to learn, it is necessary for students to demonstrate appropriate respect when others are making a point by allowing them to complete their thoughts before discussing your ideas. Interruptions and unsanctioned small group discussions (e.g. whispering) are not acceptable in a scholarly context.
 - You may not sell your notes.

Obviously, this is not an exhaustive list. We may decide on additional items as our semester progresses.

Instructor's absence or college closure:

In the unforeseen event of the instructor's absence or the cancellation of classes by West Virginia University, the class schedule may be amended to accommodate all necessary course material. This may include the pushing back of assignments to the next class period, such as reading assignments and

papers. However, exams and quizzes may still be held in the case of instructor absence. All changes will be announced in class and via email to your MIX account. Do not assume that an assignment has been cancelled or pushed back until a change has actually been announced.

Lecture and Reading Schedule:

This schedule is tentative and may be amended according to our needs in keeping with the goals of this course. Bringing the syllabus to class is a good habit to cultivate. You should come to class prepared, having already read the assignment for that day. For each article or chapter, you should minimally be able to summarize the main point and key data.

Date	Day	Topic	Assignment
1/15	T	Introductions	
1/17	TH	History of Evolution	Chp 1 & 2
1/22	T	History of Evolution	
1/24	TH	Genetics and Variation	Chp 3
1/28	T	Genetics and Variation	Chp 4
1/31	TH	Genetics and Variation	Chp 5; bring calculator
2/5	T	Genetics and Variation	Chp 6
2/7	TH	Genetics and Variation	Chp 15
2/12	T	Exam #1	
2/14	TH	Human Osteology	Appendix B; bring book
2/19	T	Human Osteology	Bring book
2/21	TH	Human Osteology	Appendix A
2/26	T	Human Osteology	
2/28	TH	Exam #2	
3/4	T	Primates	Chp 7
3/6	TH	Primates	
3/11	T	Primates	Chp 8
3/13	TH	Primates	
3/18	T	Primates	
3/20	TH	Taphonomy and Dating	Chp 9
3/25	Break	Break	
3/27	Break	Break	
4/1	T	Fossil Primates	
4/3	TH	Exam #3	
4/8	T	Mosaic Evolution	Chp 14
4/10	TH	Fossil Hominids	Chp 10
4/15	T	Early Members of the Genus <i>Homo</i>	Chp 11
4/17	TH	<i>Homo erectus</i>	
4/22	T	Archaic <i>Homo sapiens</i>	Chp 12
4/24	TH	Archaic <i>Homo sapiens</i>	
4/29	T	Anatomically Modern Humans	Chp 13
5/1	TH	Anatomically Modern Humans	
5/7	WED	Exam #4 at 3:00 PM	