



Introduction to Physical Anthropology

Anth001 & 001H

FALL 2018



Office Hours

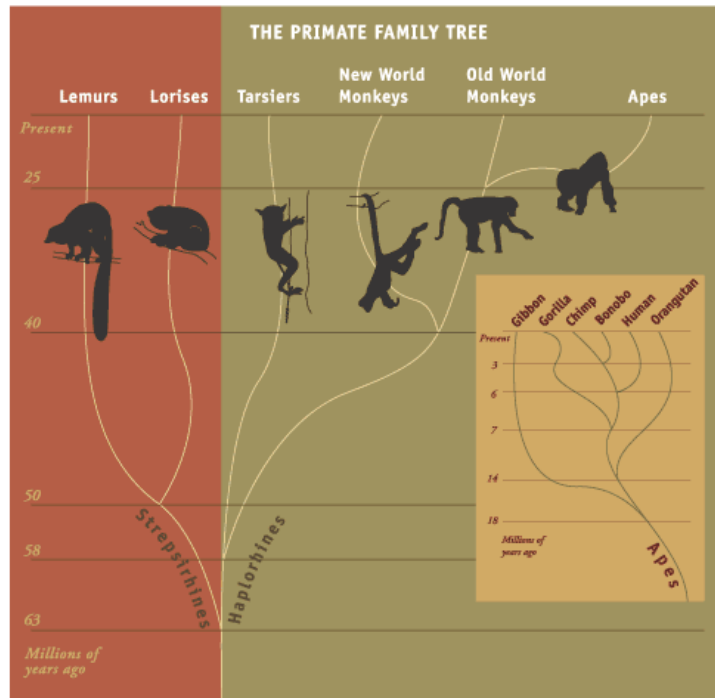
Mon./Wed.: 10:00 to 10:30AM
PLEASE, PLEASE COME to my office hours☺ I always enjoy your company.

Contact me☺

Email: wolfjohn@fhda.edu

Or wolfj@stanford.edu

Office: 3102 OR 3103 (Lab)



Instructor: John W. Wolf

Course Description

Anthropology, in the broadest sense, is concerned with the study of humanity. This study includes an examination of the place of humans in the animal kingdom, how we got to where we are today, and why we are unique among animals. The course focuses on humans as a biological species. As such, we will examine basic evolutionary processes and their application to the development of modern human beings, commencing with our earliest primate ancestors. This includes an overview of the forces of evolution and the process of genetic inheritance. A distinguishing characteristic of humans is their reliance on cultural rather than instinctive behaviors, so we will examine the fossil and archaeological records in order to understand the path and pattern of human biological evolution and the emergence of cultural behavior. The course includes an examination of physical anthropology's relevance to contemporary social issues (e.g., famine, diversity, racism, climate change, and war).



In the field of observation, chance favors only the prepared mind.

~Louis Pasteur

Student & Instructor Class Expectations

Student Expectations

- a. PLEASE BE ACTIVE AND PARTICIPATE IN CLASS
- b. Listen and respect others
- c. Be comfortable in taking risks
- d. Complete all assignments
- e. **Turn off your cell phones**
- f. Be punctual for all classes
- g. Discuss class concerns either after class or during designated office hours
- h. Be prepared for class by reading chapter prior to lesson

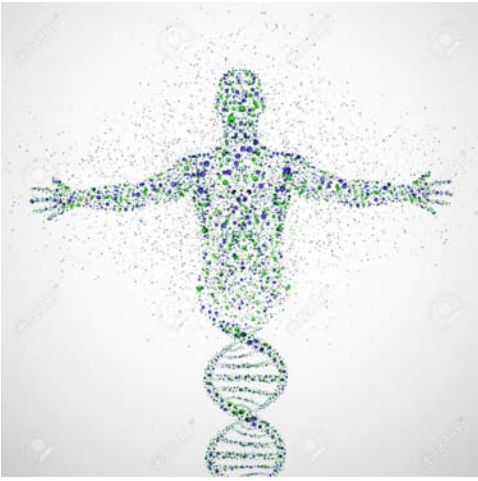
Instructor Expectations

- a. BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING
- b. Listen and respect students' views
- c. Be in class at least 5 minutes before and after class
- d. Respond swiftly and effectively to student concerns
- e. Turn off cell phone
- f. Grade objectively, consistently, and timely. Be open and honest about grading & willing to answer questions.
- g. Be prepared for class

Class Attendance

I will take attendance (although, not at the same time every class). **Moreover, you will find yourself at a significant disadvantage if you do not attend.** As a bio-cultural being, you will optimize your learning by being present in class and interacting with the lecture material, your fellow classmates, and me. Much of this subject matter may be controversial and is constantly changing, based on new fossil and genetic evidence. Thus, there are various opinions about everything. In some cases, my own views may differ from those of the textbook. Because I present these views in class, you should plan to attend. I do not object to you taping my lectures. Finally, I do not believe education needs to be drudgery. Teaching is fun and I am serious about you having fun learning.

Teaching Philosophy



All that is valuable in human society depends upon the opportunity for development accorded the individual.

~Albert Einstein

In line with my student and teacher expectations, my teaching philosophy and methods are important to understand in order to succeed in this course.

1. I believe in **transparency**, meaning I have nothing to hide from you and you have nothing to hide from me. I will explain the methods of grading. If you have any questions please respectfully ask. I expect the same honesty from you. Together we can build and maintain a successful quarter.
2. Everyone has the right and ability **to be successful** in this course. I will provide you with multiple pathways to achieve success. You just have to follow through on them. Take charge of your learning, it is your responsibility.
3. I try to infuse each course with **diversity**. The need for a diversified education is increasing with our growing multicultural society. In my courses, I promote a safe climate where we examine content from multiple cultural perspectives.

'Tis an ill wind that blows no minds.

~Malaclypse the Younger

Student Learning Objectives (SLOs)

1. Adopt the framework of Evolutionary Theory to evaluate biological change over time.
2. Define scientific inquiry and its methods.
3. Utilize a technical vocabulary to discuss the cornerstones of physical anthropology (genetics, primatology, the fossil record, and modern human variation).
4. Explain ancient and modern human variation in biocultural terms.
5. Evaluate the impact of human evolution on past, present, and future environments.

Web Page for Notes, Announcements, etc. - <http://sites.google.com/site/wolf2009site/>

Academic Integrity, Cheating, & Plagiarism

Most students do not fully understand what cheating is. Therefore, I have provided a description of what I view as cheating and plagiarizing. If you put an idea, statistics, or quote in your writing assignments that is from another source, absolutely cite the source. If you do not cite a direct quote or even a paraphrased quote, this will be considered plagiarism, you will receive an F on the paper, perhaps an F for the course, and your actions will be reported to Foothill College officials. The same applies to copying answers during an exam. It is my policy, and the college's policy that cheating and plagiarism are strictly prohibited. Any student that is caught cheating on an exam or plagiarizing on a paper will be reported to the academic dean. Moral of the story, cite and reference your work appropriately. For more information, consult the student handbook at <http://www.foothill.edu/services/handbook/index.php>.

Human Relations

I, as the instructor, and you, as the student, **will not** engage in any unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. In the content of this course, I will often address issues of gender, sexual orientation and culture. To promote a safe learning environment I will expect you to adhere strictly to the above code.

American Disabilities Act (ADA) Compliance

If there is any student who has special needs because of a disability, please go directly to the Disability Resource Center (DRC) located in Building 5400. Office hours are held between 8:00am and 7:00pm Monday and Tuesday; between 8:00am and 5:00pm Wednesday and Thursday; and between 8:00am and 3:00pm Friday.

Use **Clockwork** (<http://www.foothill.edu/drc/clockwork.php>) for accommodation requests and scheduling accommodation exams.

Textbook:

Essentials of Physical Anthropology, 3rd Edition (2015), Clark Spencer Larsen.

Primate Observation Paper

One of the ways that physical anthropologists approach the understanding of ancient and modern human social and cultural behavior is through the study of our closest living relatives: other primates. In this assignment, you will become a primatologist. Your assignment is to observe at least two different primate species at a zoo and compare their behaviors to each other *and then discuss how this might help us to understand human behavior*. ***If you cannot go to a zoo to observe the Primates (a physical/health limitation ONLY), you may choose to do an alternative written research paper, upon **prior approval** by the instructor **(SEE ME IMMEDIATELY)**.**

You will be required to observe two *different* primate species for a two-hour period (you will record each primate species for one hour). You may perform your observations at any zoo you wish – the closest zoos are the San Francisco Zoo, Oakland Zoo, and Happy Hollow in San Jose. Choose any two primate species: the S.F. and Oakland Zoos have the widest array of primates, including chimpanzees and Gorillas. I would recommend choosing two very different species for your observations. **I also strongly recommend contacting the zoo ahead of time and finding out when they feed the primates and/or when the primates tend to be most active –this will decrease your chances of sitting in front of a primate enclosure watching your subjects sleep for an hour!**

More detailed instructions will be distributed the second week of class.



Grading Criteria & Policies (Regular) – 400 points

The primate observation paper is to be submitted in class. Late submissions will result in 5 points deducted for each class period the paper is late. This applies to Regular & Honors. See **Honors points (500) on page 7.**

Assignments	Points	Learning Objectives	Final Point Total	Letter Grade Equivalent
Midterm #1	100	1-5	400-360	A+ to A-
Midterm #2	100	1-5	359-320	B+ to B-
Final Exam	100	1-5	319-280	C+ to C-
Primate Observation Paper	100	2 and 3	279-240	D+ to D-

Any “curve” adjustments and plus-minus thresholds will be determined and explained as we progress. Class participation is important, but I am less concerned that you offer the “right answer” to every question in class (I have the exams for that measure) than I am in knowing

Week	Topic	Text Readings & Videos
1. Sep. 24	Introduction: Physical Anthropology & Evolution	Chapters 1 & 2; Video: <i>Why Sex?</i>
2. Oct. 1	Evolution and Heredity	Chapters 3 & 4
3. Oct. 8	Macroevolution, Variation & Adaptation; Population Genetics	Chapters 5; Video: <i>Kuru</i>
4. Oct. 15	Population Genetics continued; Bones/Skeleton	Chapter 6 & Appendix: “The Skeleton”
5. Oct. 22	Modern Primates: Taxonomy, Morphology and Behavior	Chapters 6 continued & 7; Video: <i>Mountain Gorilla</i>
OCTOBER 29th: MIDTERM #1		
6. Oct. 29	Fossils; Dating; Primate evolution	Chapter 8 & 9
7. Nov. 5	Early “Hominin” Evolution	Chapter 10; Video: <i>Walking with Cavemen, Part 1</i>
8. Nov. 12	<i>Homo erectus</i> and <i>Homo heidelbergensis</i>	Chapter 11; Video: <i>Walking with Cavemen, Part 2</i>
NOVEMBER 21st: MIDTERM #2		
9. Nov. 19	Neanderthals and Anatomically Modern Humans	Chapter 12
10. Nov. 26	Behaviorally Modern Humans; Upper Paleolithic; PAPER DUE: NOV 28th	Continue Chapter 12; Video: <i>The Mind’s Big Bang</i>
11. Dec. 3	Peopling of the New World; Origins of Agriculture; Human Life: Present & Future	Chapters 13; Video: TBA
FINAL EXAM: DECEMBER 10th 8:00AM – 10:00AM		
I reserve the right to revise the course schedule if necessary.		

REACTION PAPER SCHEDULE, READINGS, GRADING FOR HONORS STUDENTS:

ALL READINGS ARE AVAILABLE IN THE RESERVE LIBRARY. FEEL FREE TO READ AHEAD. SPECIFIC INSTRUCTIONS FOR THE PAPERS WILL BE PROVIDED IN CLASS. EACH REACTION PAPER IS WORTH 20 POINTS.

Reaction Paper #1 (Due IN CLASS October 1st): *Emigrating Beyond Earth* – Cameron Smith and Evan T. Davies. 2012

Reaction Paper #2 (Due IN CLASS October 22nd): *Killer Species* – Richard Wrangham, *Daedalus*, Fall 2004

Reaction Paper #3 (Due IN CLASS November 5th): *Mountain gorilla genomes reveal the impact of long-term population decline and inbreeding* – Xue, et. al., *Science*, 4-10-2015

Reaction Paper #4 (Due IN CLASS November 19th): *The phenotypic legacy of admixture between modern humans and Neandertals* – Simonti, et. al., *Science*, 2-12-2016

Reaction Paper #5 (Due IN CLASS December 5th): *The Anthropocene is functionally and stratigraphically distinct from the Holocene* – Waters, et. al., *Science*, 1-8-2016

NOTE: I AM NOT KINKOS. IT IS YOUR RESPONSIBILITY TO PRINT YOUR ASSIGNMENTS AND SUBMIT THEM ON THE DUE DATE. I DO NOT ACCEPT EMAILED SUBMISSIONS.

Grading Criteria & Policies (Honors) – 500 points

Assignments	Points	Learning Objectives	Final Point Total	Letter Grade Equivalent
Midterm #1	100	1-5	500-450	A+ to A-
Midterm #2	100	1-5	449-400	B+ to B-
Final Exam	100	1-5	399-350	C+ to C-
5 Reaction Papers @ 20pts ea.	100	1-5	349-300	D+ to D-
Primate Observation Paper	100	2 and 3		