Anthropology 101: Human BioCultural Origins (20142)  
San Diego State University – Fall 2016 Syllabus  
Room WC 201  
Monday/Wednesday 9:00am – 9:50am

Instructor: Shannon Black, M.A.  
Office: AL 476  
Office Hours: Held in SH 231  
Mondays 12:00pm – 1:30pm  
(and by appointment)

Email: sblack@mail.sdsu.edu

Course Catalog Description:
Humankind's place in nature; fossil evidence for hominid evolution; evolutionary theory; racial, clinal and genetic variability; relationship of physical and cultural adaptations; the rise of civilization. Note: Cannot be used for General Education in combination with Geography 101 or 103.

This section is taught using a hybrid teaching format; additional required online course material will complement the classroom meetings to complete the unit requirements.

Scope and Purpose of Course:
Biological anthropology is the study of humans within the framework of evolution. This course in broken down into three main areas: genetics and evolution, primate behavior, and human evolution. Therefore, we will examine the biological basis of human life and existence through the study of genetics, principles and mechanisms of inheritance, and evolutionary theory. We will investigate the relationship of humans to our closest living relatives-primates; and this includes an understanding of primate morphology. We will use this knowledge to examine the fossil evidence that documents the evolutionary history of our own lineage. We will also analyze data and methods, discuss theory and debates, and apply critical thinking skills in order to understand hominin biocultural evolution. In other words, we will learn what it is to be human.

Learning Objectives:
By the end of this course, you will be able to:
- Define and explain the processes of evolution and genetic inheritance
- Describe how humans are similar and different from other primates
- Identify characteristics of nonhuman primates and describe key aspects of their ecology, behavior and conservation
- Explain the link between biology and culture throughout the course of our evolution using specific examples
- Describe our biocultural origins as evidenced in the fossil and molecular record
- Apply your knowledge of the processes of human evolution to explain modern human population variation and adaptability

Required Materials:
Text:
  - You can also contact the SDSU bookstore for other options at http://www.sdsubookstore.com/
- Palomar College Biological Anthropology Tutorials: http://anthro.palomar.edu/tutorials/biological.htm (link on BB)

Optional Text:
- Evolution for Everyone: How Darwin's Theory Can Change the Way We Think About Our Lives by David Sloan Wilson
iClicker: Classroom Response System
This course requires the use of iclicker2 hand held remotes or Reef mobile. icClicker will be used every day in class, starting Wednesday, January 25th, and you are responsible for bringing your device every day. REEF enables you to vote via a web-enabled device such as a smartphone or tablet using an app on your iOS smartphone or Android. iclicker2 is a handheld remote which you must purchase and bring to class every day. The SDSU Bookstore offers discounts for both REEF and iclicker2.

Your remote may already be registered if you used it in a previous semester. You can double-check by following the steps below for registration to see if you already have a remote registered.

To receive participation credit in the course, your remote must be registered to you.

Register iClicker:
- Enter any course then from the course navigation menu on the left, go to: Tools => iclicker Registration => Enter your remote ID (on the back of the remote) => Submit
- Successful registration generates a registration date and a success message. IF YOU DO NOT SEE A DATE, YOUR CLICKER IS NOT REGISTERED!! Once registered, your iclicker2 remote can be used in all classes that require clickers and should not need to be re-registered.

If you have more questions about iclicker, contact the Library Hub at 619.594.3189 or hub@mail.sdsu.edu

Reef:
Use the FREE two-week trial before purchasing to make sure REEF works in your classroom. You can purchase activation codes from the SDSU Bookstore.

Steps for getting an account set up in REEF:
1. Go to https://www1.iclicker.com
2. Use the links to go to the Apple Store or Google Play or set up a web account
3. Use your REDID as your Student ID
4. After you purchase your activation code, go to any Blackboard course and register your clickerID using the "iClicker" tab on the left.
5. You should see a registration date if properly registered

I consider submitting votes for a fellow student to be cheating and a violation of the SDSU Student Conduct. If you are caught voting for another student or have votes in a class that you did not attend, you will forfeit all points and may face additional disciplinary action. If you see a classmate operating two or more clickers, please bring it immediately to my attention.

Computer:
You need a computer with online capabilities and/or access to a computer. One of the barriers students face with online class content is having reliable technology to access the class. It is the student’s responsibility to set up their computer and to be able to access Blackboard.
- If you are having problems accessing the class on Blackboard, you need to immediately work to determine the nature of the problem and work to resolve it. Technology problems are not an excuse for not completing your work! It is imperative to have a back-up plan in case you have technology problems.
- SDSU does have a computer lab available for students to use at SDSU library.
- I will be using Microsoft Word and/or PDF for all of my notes, assignments and other correspondence.
- Some of the documents linked from Blackboard are in PDF format (Adobe Portable Document Format). You need a special program to read them called Adobe Reader. There is no charge for this program.
• Some multimedia content on our Blackboard site use the Adobe Flash player. The Flash Player is free and runs on all platforms.

• Some multimedia content on our Blackboard site use the Adobe Shockwave Player. The Shockwave player is free and runs on all platforms.

Blackboard:
This is a web facilitated course, using Blackboard. All students can access Blackboard by using SDSU red ID login and password.

• I will send emails and announcements through Blackboard to the class; as well as post assignments, review guides and other information. Therefore, you will need to check the email address associated with your Blackboard account regularly.

• If you have Blackboard problems/questions, please contact the Student Computing Center either via Email: hub@mail.sdsu.edu or Phone: 619-594-3189; or contact Blackboard Help

Coursework and Requirements:
The course is divided between approximately 2/3 of the time spent in class (Mondays and Wednesdays) and 1/3 of the time spent online

• Exams:
Your knowledge of lectures, films, and reading materials will be tested by means of 4 exams. All exams will be taken in class. Three of the four exams will count towards your final grade. So if you take all four exams, the lowest score is dropped. Due to this policy, THERE ARE NO MAKE UP EXAMS!

Exams may be comprised of a variety of fill-in-the-blank, multiple choice, matching, and true/false questions. Review guides will be provided to use as study guides.

Exam Policies:
  o No calculators, no cell phones (TURN THEM OFF, not silenced, not vibrating), no pagers, no PDAs, no text messengers, no MP3s, no sunglasses, no hats, no leaving the classroom early, no wireless devices, earphones, no food, no containers or beverages of any kind. All books and notebooks must be in your bags and under your chair before any exams are passed out.

  o For exams you will need an #882 Scantron form (teal colored, 100 questions) and a #2 pencil.

  o You must absolutely be on time for class. You are not permitted to leave the room under any circumstance once the exam has begun. If you do so, I will collect your exam, and the exam has ended for you. Make sure you use the restroom and get last sip of water BEFORE the exam.

• Online Content/Assignments:
In order to meet the unit requirements, set up by the university, there will be required activities/assignments to be completed via Blackboard. These may consist but are not limited to watching videos/lectures, discussion board, journal entries and/or completing online assignment(s) that apply concepts presented from lecture/textbook. Online content will be posted to Blackboard on Mondays, and required assignments are due before 11:59pm on Fridays.
• **Participation/In-Class Performance:**
  I will be using the Classroom Response System (iClicker/Reef) to record attendance and participation. Therefore, it is important to bring your Clicker or your Reef enabled smartphone to every class. If you forget your Clicker, you will not receive points for that day.

  Clicker questions will typically be one of the following:
  • Questions at the beginning of class on the assigned reading or on the topic of the previous class.
  • Concept questions arising in class.
  • Polling questions pertaining to topics discussed in class (no wrong answers)

  **Participation points:** 2 points/class meeting (You must answer 75% of the questions to earn points)
  **Performance points:** No answer = 0 points; Wrong answer = 1 point; Correct answer = 2 points

• **Extra Credit:**
  I will announce possible extra credit projects/assignments later in the semester. Extra credit is worth up to 3% toward your final grade. You may only turn in one extra credit for the current semester.

**Grading:**
Final grades are based on 100 percent. Grades are **NOT** curved. Final grades are based on the following percentages:

Exams: 60%
Online Content and Assignments: 25%
Participation: 15%

Final grades will be assigned to the following scales, which are based on percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>A+</td>
<td>87 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D</td>
<td>67 - 69.9</td>
</tr>
<tr>
<td>D-</td>
<td>63 - 66.9</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

**Attendance, Participation and Classroom Behavior:**

• Laptops are not allowed in class, even for taking notes. Bring a notebook and pencil/pen for note taking.

• Every student is expected to attend each class, attend on time, and to stay for the full class period. It is disrupting for the instructor and other students when students arrive late to class (and to leave early). If you do arrive late, please do so quietly.

• It is not acceptable to leave class early unless you obtain permission prior to the commencement of lecture.

• You must check with me to clear an excused absence BEFORE you will be absent.

• Please do not conversations with other classmates once lectures begin (except those during class discussion). **Students who are particularly disruptive will be given one (1) warning; after which if disruptive behavior continues that student will be asked to leave the class.**

• Please turn off and secure all electronic entertainment devices (i.e. cell phones, Ipods, etc) prior to the start of class. **If I see you using your cell phone during class, I will give you one (1) warning. If I see you again, I will ask you to leave class.** NOTE: The use of any such devices during examinations and/or quizzes could lead to an accusation of academic dishonesty.
Course Etiquette:
First and foremost, each student will respect other students as well as the instructor at all times. You will not agree with everything that transpires in class but you will respect the right of others to have their own opinions, ideas, and the opportunity to discuss them. We rarely learn from passive listening and I seek to provide a classroom setting where your ideas and thoughts can be expressed and debated without undue censure or insecurity.

Please be aware that you may not record, in any manner, our classroom interactions/lectures without prior approval. If you do, the CSU has determined that this constitutes academic misconduct and I will take appropriate action. Our classroom is a safe haven for every person that comes into it, and I will not tolerate threats to that standard.

Student Online Behaviors—Communications Online:
Each student will be held accountable for proper online etiquette. Please note that inappropriate behavior in this online course includes, but is not limited to: cheating, plagiarizing, "inappropriate/disrespectful/vulgar language, hostility expressed toward another, used in association with discussion topics, other assignments, and emails. At the discretion of the instructor, inappropriate behavior/emails will be forwarded to the Anthropology Department Chair and the Director of Student Affairs. Please make sure that you are respectful of others opinions when you post items to the discussion board or any other online communication. I expect and require the same level of course etiquette within the classroom (as stated above) and online.

Netiquette: You are responsible to practice netiquette (Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace in this class. You are required to read one of the links below about the general standards of discourse expected in a college online course.
- http://www.csustan.edu/netiquette
- http://its.sdsu.edu/blackboard/student/gettingstarted/netiquette.html

How do the course requirements meet GE course objectives?

<table>
<thead>
<tr>
<th>General Education Course Objectives</th>
<th>Course Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain natural science concepts and theories</td>
<td>Exams, Online Activities/Assignment, Article Summary/Analysis</td>
</tr>
<tr>
<td>Use methods to analyze natural world</td>
<td>Exams, Online Activities/Assignments</td>
</tr>
<tr>
<td>Argue from multiple objectives</td>
<td>Exams, Article Summary/Analysis</td>
</tr>
<tr>
<td>Connect theories to real-world</td>
<td>Homework, Online Activities/Assignments/Article Summary/Analysis</td>
</tr>
</tbody>
</table>

Academic Integrity/Plagiarism/Cheating:
This class will be conducted according to the college student code of conduct and basic standards of academic honesty. I have a ZERO TOLERANCE policy on cheating and plagiarism. If you are not sure what these are, read below:

- **Plagiarism** (unauthorized use of the language and/or thoughts of another and representation of them as one’s own) and
- **Cheating** (to take an examination or complete an assignment in a dishonest way, as by having improper access to answers, copying (and pasting) answers/information/someone’s work) constitute violations of academic honesty, whether perpetrated actively or passively.
All violations and suspected violations of academic honesty will result in action taken against the parties involved. At the MINIMUM you will face no-credit on the assignment in question (i.e. a Zero), and you are subject to formal charges of student misconduct to Student Affairs, and possible failure of this course.

- You are in college now; anything you turn in to a professor should always be properly cited (within the body of the text) and with appropriate references at the end. In other words, *if you did not think it up on your own, it should be cited!*

- Please refer to the following websites about plagiarism/cheating:
  - [http://library.csusm.edu/plagiarism/index.html](http://library.csusm.edu/plagiarism/index.html)
  - [https://www.indiana.edu/~istd/](https://www.indiana.edu/~istd/)

Note: It is plagiarism if any written documents you present as your own, in fulfillment of ANY course assignment (discussion, quiz, exam, exercise, project, etc) you:

- Copy even a few consecutive words from any source not your own and present it as your own work.
- Copy even a few consecutive words from any source not your own and “forget” to put quotes around it.
- Attempt to paraphrase by changing only a few words of a sentence or paragraph not your own
- Falsely cite a source
- Cite a correct source but do so in such a way as to make it ambiguous which are your own words and which are the words from the source
- Copy from another student’s work from this or previous semesters
- ****If in doubt, cite your source, with a page number if possible. You won’t go wrong this way****

Please familiarize yourself with SDSU’s policy concerning academic dishonesty at the following websites:
- [http://www.san Diego State University](http://www.san Diego State University)s/urriculum/details/Misconduct.html
- [http://www.san Diego State University](http://www.san Diego State University)s/urriculum/CheatingDisruption.html

Problems Accessing the Class on Blackboard:

If at any time you have a problem accessing the class:

1. Be persistent and creative—troubleshoot! To be a successful online student you will need to be able to persistently and successfully negotiate technology problems.
2. Try both of the ways to access the class (see above), try different browsers (Mozilla Firefox, Internet Explorer, Chrome, etc.). If you have more than one computer at your house, try to access the class on another computer. If you are using a tablet, iPad or other electronic device, try using a laptop or desktop computer (Students seem to encounter more problems using electronic devices other than a computer).
3. Go to Blackboard Help and read/watch the tutorials. Make sure you are taking your time to CAREFULLY READ the information.

To Avoid Problems with Blackboard:

- Do not refresh or close the browser
- Do not click the browser’s back button
- Do not allow browser to time out by leaving open too long without activity

Problems Opening Files or other issues with Blackboard:

First of all, it is imperative that you make sure the problem is not on your end (go to another computer and work to access the class, contact Blackboard Help Desk, watch the student tutorials). Once you are sure the problem isn’t with your computer, you will likely have to wait along with everyone else for the problem to be resolved. Major shutdowns are not common, but they do occur on occasion. Check online regularly (several times a day) until the problem is resolved. I also encourage you to seek assistance from your fellow classmates.
Some areas where students have had problems:

- **Browsers**: If you are having problems logging in or viewing coursework try another browser. Once you have found a setup that works try to use the same computer and browser each time you log into class.

- **Opening Word Files for the First Time**: If a Word document will not open, look at the top of your screen and you will likely see a security bar; it will ask you if you want to download files or enable editing.

**Statement on ADA:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated. Please visit Student Disabilities Services, located at Calpulli Center, Suite 3100. Their website is http://go.sdsu.edu/student_affairs/sds/

*This document is a course syllabus, not a legal contract. As such, it is a good-faith outline of course requirements and expectations. Specific assignments, dates, deadlines, readings, and lecture topics are subject to change.*
## Course Calendar . . . Tentative (Subject to Change)

### Table 1: Weekly Lecture Topics, Readings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>• What is anthropology? &lt;br&gt;• What is physical anthropology? &lt;br&gt;• What is the scientific method?</td>
<td>Larsen Ch. 1 &lt;br&gt;<a href="http://anthro.palomar.edu/intro/default.htm">http://anthro.palomar.edu/intro/default.htm</a></td>
</tr>
<tr>
<td>1/23 – 1/27</td>
<td>• What is the theory of evolution? &lt;br&gt;• What was Darwin’s contribution to the theory of evolution? &lt;br&gt;• What is natural selection?</td>
<td>Larsen Ch. 2 &lt;br&gt;<a href="http://anthro.palomar.edu/evolve/default.htm">http://anthro.palomar.edu/evolve/default.htm</a></td>
</tr>
<tr>
<td>1/30 – 2/3</td>
<td>• What is the genetic code? &lt;br&gt;• What is the structure and function of DNA?</td>
<td>Larsen Ch. 3 (p. 43-52, 56-62) &lt;br&gt;<a href="http://anthro.palomar.edu/biobasis/default.htm">http://anthro.palomar.edu/biobasis/default.htm</a></td>
</tr>
<tr>
<td>2/6 – 2/10</td>
<td>• What is cell division? &lt;br&gt;• What is the importance of cell division?</td>
<td>Larsen Ch. 3 (p. 52-56) &lt;br&gt;<a href="http://anthro.palomar.edu/biobasis/default.htm">http://anthro.palomar.edu/biobasis/default.htm</a></td>
</tr>
<tr>
<td>2/13 – 2/17</td>
<td>• Exam One (2/13) &lt;br&gt;• How are genes passed on to the next generation? &lt;br&gt;• What is the genetic basis for human variation?</td>
<td>Larsen Ch. 3 (63-66) &lt;br&gt;<a href="http://anthro.palomar.edu/biobasis/default.htm">http://anthro.palomar.edu/biobasis/default.htm</a></td>
</tr>
<tr>
<td>2/20 – 2/24</td>
<td>• Population Genetics: What causes evolutionary (genetic) changes? &lt;br&gt;• Macroevolution: What is speciation? &lt;br&gt;• What is the process of speciation?</td>
<td>Larsen Ch. 4 &lt;br&gt;<a href="http://anthro.palomar.edu/synthetic/default.htm">http://anthro.palomar.edu/synthetic/default.htm</a> &lt;br&gt;<a href="http://evolution.berkeley.edu/evolibrary/article/evo_47">http://evolution.berkeley.edu/evolibrary/article/evo_47</a></td>
</tr>
<tr>
<td>2/27 – 3/3</td>
<td>• Is race a valid, biologically meaningful concept? &lt;br&gt;• How do people adapt to environmental extremes and other circumstances?</td>
<td>Larsen Ch. 5 &lt;br&gt;<a href="http://anthro.palomar.edu/adapt/default.htm">http://anthro.palomar.edu/adapt/default.htm</a> &lt;br&gt;<a href="http://anthro.palomar.edu/animal/default.htm">http://anthro.palomar.edu/animal/default.htm</a></td>
</tr>
<tr>
<td>3/6 – 3/10</td>
<td>• Exam Two (3/6) &lt;br&gt;• What is a primate? What are the characteristics of a primate? &lt;br&gt;• Why study primates?</td>
<td>Larsen Ch. 6 &lt;br&gt;<a href="http://anthro.palomar.edu/primat/default.htm">http://anthro.palomar.edu/primat/default.htm</a></td>
</tr>
<tr>
<td>3/13 – 3/17</td>
<td>• What are the kinds of primates? &lt;br&gt;• What is the taxonomic classification of different primates?</td>
<td>Larsen Ch. 6 &lt;br&gt;<a href="http://anthro.palomar.edu/primat/default.htm">http://anthro.palomar.edu/primat/default.htm</a></td>
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<tr>
<td>3/20 – 3/24</td>
<td>• Why are primates social? What is special about primate social behavior? &lt;br&gt;• How do primates acquire food and communicate?</td>
<td>Larsen Ch. 7 &lt;br&gt;<a href="http://anthro.palomar.edu/behavior/default.htm">http://anthro.palomar.edu/behavior/default.htm</a></td>
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<tr>
<td>3/27 – 3/31</td>
<td>SPRING BREAK: NO CLASSES</td>
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<tr>
<td>4/3 – 4/7</td>
<td>• Exam Three (4/3) &lt;br&gt;• What are fossils? &lt;br&gt;• What do fossils tell us about the past? &lt;br&gt;• What methods do anthropologists use to study fossils?</td>
<td>Larsen Ch. 8 &lt;br&gt;<a href="http://anthro.palomar.edu/time/default.htm">http://anthro.palomar.edu/time/default.htm</a></td>
</tr>
<tr>
<td>4/10 – 4/14</td>
<td>• What is a hominin? &lt;br&gt;• Why did hominins evolve? &lt;br&gt;• What were the first hominins and their fate?</td>
<td>Larsen Ch. 10 &lt;br&gt;<a href="http://anthro.palomar.edu/hominid/default.htm">http://anthro.palomar.edu/hominid/default.htm</a></td>
</tr>
<tr>
<td>4/17 – 4/21</td>
<td>• What are the characteristics that define Homo? &lt;br&gt;• Were the earliest members of our genus? &lt;br&gt;• What were the key evolutionary trends?</td>
<td>Larsen Ch. 11 &lt;br&gt;<a href="http://anthro.palomar.edu/homo/default.htm">http://anthro.palomar.edu/homo/default.htm</a></td>
</tr>
<tr>
<td>4/24 – 4/28</td>
<td>• What is so modern about modern humans? &lt;br&gt;• What do Homo sapiens fossils reveal about modern human origins? &lt;br&gt;• How is the variation of these fossils been interpreted?</td>
<td>Larsen Ch. 12 &lt;br&gt;<a href="http://anthro.palomar.edu/homo2/default.htm">http://anthro.palomar.edu/homo2/default.htm</a></td>
</tr>
<tr>
<td>5/1 – 5/3</td>
<td>• When, where and why did agriculture first develop? &lt;br&gt;• How did it affect human living and biological change?</td>
<td>Larsen Ch. 13</td>
</tr>
</tbody>
</table>

| 5/8 | Finals Week  <br>Exam Four  <br>Monday, May 8th, 2016  <br>5:00am – 10:00am  <br>WC 201 |