Introduction to Anthropology: Biological
Fall 2011: ANTHR1 Section 72050 ONLINE
Instructor: Michelle Y. Merrill Office: Room 430A
Office Hours: M 2:00-2:30PM, 5:00-5:50PM  W 12:00-12:30PM
Tu ONLINE 11:00-11:30AM  W ONLINE 6:30-7:00PM
& other times by appointment
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COURSE OVERVIEW

Biological Anthropology is the study of humans as biological organisms: our biological diversity, our evolutionary relationships to other organisms, and our origins. The study of living primates, human variation, and the fossils of human ancestors and related species is a lively endeavor, with new discoveries frequently sparking debates over novel hypotheses about the evolution of our species. Controversy and intrigue season the history of this fascinating discipline.

The material in this course is divided into three parts. Part I covers the basics of evolution and natural selection, as well as the fundamental genetics necessary for understanding the mechanisms of inheritance. Part II introduces our closest living relatives, the primates, and presents an evolutionary framework for the study of ecology and social behavior in humans and other animals. Part III covers the hard evidence of primate and human evolution (the fossils and artifacts that record the history of our species), and reviews the extent and origins of modern human diversity. Each section of the course contributes to an overall understanding of human biology, human origins, and the process of evolution.

Like any introduction to a natural science, this course can be very challenging for some students. There is a lot of new vocabulary to absorb. Grasping important concepts and recalling key information may seem difficult. However, I believe that each of you can be a successful student in this course.

To succeed, you must keep up with the readings and coursework, ask clarifying questions when you are confused by course material, participate in class, and exercise your critical thinking skills. While it is not my role to make the class easy for you, it is my responsibility and my privilege to help you rise to the challenges that the class may present, and to enjoy the journey of discovery you will share with your classmates. I cannot guarantee you will come to love this field as much as I do, but I assure you that what you learn in this class will provide you with an important framework for looking at your fellow humans, how we came to be the way we are, and how we fit into the natural world.
**Course Objectives**

Like Cabrillo College itself, this course seeks to honor the core values of “**academic freedom, critical and independent thinking, and respect for all people and cultures.**” In upholding these values, we will explore the basics of Biological Anthropology as a discipline. Specifically, students will learn to:

1. apply the basic theories of evolution and evolutionary processes  
2. accurately employ the terms and theories used in Mendelian genetics  
3. identify the major divisions in primate evolutionary, taxonomic, locomotor, behavioral, ecological and social variation  
4. present the differences and similarities between human and non-human primates  
5. explain how studies of modern primates can illuminate our understanding of human evolution  
6. describe the fossil evidence for primate evolution, especially human evolution, and identify key fossil species  
7. assess important techniques and technology used in the study of fossils  
8. critique contrasting models of human evolution  
9. explain modern human variation and its relevance to culture and social conditions

**Learning Strategies**

**ADA Compliance**

Students needing **accommodations** should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, (479-6379) or Learning Skills Program, Room 1073, (479-6220).

**Class Discussions**

Preparing for and participating in class discussions are keys to success in this class (and in most college classes). I prefer to make class interactive when possible. I welcome advice on how best to provide this in an online course. **Ask questions** via email, on **Blackboard**, or during office hours about anything that is unclear!

**Expectations: Common Courtesy and Common Sense**

Students frequently discover that not everyone shares their personal beliefs, experiences, and convictions. Respect for many points of view is required in this class. Disagreements are healthy and help us to learn, and in fact are essential to the process of science, but students must maintain a respectful attitude and courteous conversation at all times (especially in online discourse). My goal as an instructor is not to convince you to hold a particular
opinion on controversial issues, but to encourage you to think critically and with an open mind about the facts, evidence, ideas and theories presented in class. Review the Class Online Behavior Policies for more information.

Using Website and Blackboard
This is an online course that will primarily be using Blackboard. In addition to learning the course materials, this course will allow you to further develop and practice your skills online (as a crucial aspect of professional development for most jobs requiring a college degree), and provide a venue for sharing learning experiences with classmates.

I have used Blackboard, WebCT and Moodle for previous blended-learning classes and for a fully online course last year. I would like your help and suggestions for making more use of online interactive features, particularly if you have experience with previous online courses.

You can access Blackboard from the Cabrillo homepage or from my standard website (http://cabrillo.edu/~mmerrill/anthro1.htm). Contact or visit the Computer Technology Center for assistance logging in to Blackboard. Please do review the student tutorials available on your “My Blackboard” page (in the bookmark list to the right), especially if this is your first time using the system. Please be patient if there are glitches – just let me know right away if you encounter problems once you are logged onto the Blackboard site.

Grading
I believe that the grade a student receives should accurately reflect their comprehension of the material and their completion of course objectives. While I would be overjoyed if this meant that all of you would receive “A” grades, and would be happy to award them if you genuinely demonstrated you deserve them, I suspect that there will be a range of grades in this course that will reflect the efforts of each individual student. Some of you may fail, but I will have given you opportunities to succeed if you are willing to take responsibility and put in genuine effort. It is your responsibility as a college student to talk with me about options or strategies for improving your performance in the course.

Your grade will be based on your performance on quizzes, assignments and online participation, mid-term “objective” tests, and a final exam (see descriptions below). Assignments will usually be short essays, but may include other options. Online participation will be graded based on class discussions and blogs on Blackboard. There are no requirements to hand-in materials or give presentations for the online course. Grades on course components will be calculated as follows:
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Online Participation and Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-Term Exam 1: Evolutionary Theory &amp; Genetics</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Exam 2: Living Primates</td>
<td>15%</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

100-90% = A
89-80% = B
79-70% = C
69-60% = D
59-0% = F

Note that my approach to grading is not always managed well by Blackboard (the Blackboard “My Grades” total may not be accurate). Contact me if you want to verify your progress in the class.

Quizzes, Assignments and Participation

There will be frequent online homework quizzes based on the reading assignments and course content. Any new quizzes or online assignments will be posted with at least one week before they are due – it is your responsibility to log in and check for new assignments at least once per week.

Quizzes are “open book” and will usually consist of about a dozen short questions, but you will have limited time to complete the quiz once you start, so you should do all of the reading before beginning a quiz.

Assignments may include things like short essay question responses. You will also be expected to participate in online discussions with some regularity (some of these will be specifically graded and treated as assignments, where others are more free-form). Failure to participate will be noted and result in lost participation points.

Objective Mid-Term Tests and Final Exam

The two mid-term exams will be a mix of matching, true/false, multiple-choice, short answer, fill-in and definition questions. They will focus on the material covered in the most recent part of the course (including information presented in readings, links and discussions). However, some questions may require you to apply concepts and use vocabulary learned in earlier course sections.

The final exam will be similarly structured. It will emphasize the last section of the course, but will also cover the important concepts from all four sections of the class.

You are welcome to use your book and notes on exams. Many students benefit from studying with others; however, you are expected to take the exam on your own (the questions you get may not be the same as the questions another gets).
Academic Honesty

Cheating on any class work or test, including plagiarizing on assignments, is grounds for an immediate failing grade in the class. Plagiarism is simply defined as presenting someone else’s writing or ideas as if they were your own. **You must provide proper references if you wish to use someone else’s research, ideas or words.** To learn about what plagiarism means and how to avoid it, please read [http://www.plagiarism.org/plag_article_what_is_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html) (this site also has guidelines about how and when to use citations) and review the links provided by the Cabrillo College Library at [http://libwww.cabrillo.edu/depts/libraryinstruction.php#copy](http://libwww.cabrillo.edu/depts/libraryinstruction.php#copy). Anthropologists generally use APA style to cite sources (see guidelines at [http://owl.english.purdue.edu/owl/resource/560/02/](http://owl.english.purdue.edu/owl/resource/560/02/) or [http://www.apastyle.org/](http://www.apastyle.org/)).

Make-Up and Extra Credit Work

Make-up and extra credit work, in the form of outside reading and essays or other projects, may be available provided the student requests it **no later than November 19th.** All extra credit work must be received by **November 30th.** The assignments and their value are entirely up to the discretion of the instructor (whiners will receive less credit). **If you have had difficulty on a test, I recommend you contact me immediately after it has been graded to discuss extra-credit options.**

Tentative Course Schedule & Reading Assignments

Reading assignments and due dates for related quizzes in each module are listed on the following pages. Please note that these dates and assignments are subject to change. Changes will be mentioned in class and posted on Blackboard with at least one week’s advance notice. It is **your responsibility** to make sure you are aware of any revisions; check Blackboard regularly.

Required readings are from:


and

**How Humans Evolved (5th Edition),** 2009. R. Boyd & J. Silk, WW Norton, NY. (listed in this format: HHE1.“Chapter Title”)

There may be additional required readings or other materials made available online. *Optional readings noted in italics.*

The reading quizzes for each module are due before midnight on the date listed.
Part I: Evolutionary Theory & Genetics

First Quiz (read Syllabus & Review Blackboard): due 9/5

1. Evolution and Natural Selection: due 9/7
HHE Prologue “Why Study Human Evolution?”
HHE 1. “Adaptation by Natural Selection” Quammen
AE1. “Was Darwin Wrong?” Quammen
AE3. “Evolution in Action” Weiner
AE4. “The Other Darwinism” deWaal
AE5. “The Latest Face of Creationism” Branch & Scott

2. Genetics: due 9/14
HHE2. “Genetics”
AE7. “The 2% Difference” Sapolsky
AE41. “The Curse and Blessing of the Ghetto” Diamond
Online [http://anthro.palomar.edu/mendel/mendel_1.htm](http://anthro.palomar.edu/mendel/mendel_1.htm)
AE42. “Ironing It Out” Moalem

3. The Modern Synthesis due 9/21
AE10. “Dim Forest, Bright Chimps” Boesch & Boesch
AE11. “Thinking Like a Monkey” Adler

Part II: The Living Primates

1. Introduction to the Primates, Primate Diversity: due 10/12
HHE5. “Primate Diversity and Ecology”
AE10. “Dim Forest, Bright Chimps” Boesch & Boesch-Achermann
AE11. “Thinking Like a Monkey” Adler

HHE6. “Primate Mating Systems”
AE14. “What Are Friends For?” Smuts
AE16. “What’s Love Got to Do with It?” Small
AE17. “Mothers and Others” Hrdy

3. Primate Social Behavior and Strategies: due 10/26
AE12. “Mothers and Others” Hrdy
AE13. “Face-Offs of the Female Kind” Cords

4. Primate Intelligence and Conservation: due 11/2
HHE8. “Primate Life Histories and the Evolution of Intelligence”
AE9. “Got Culture?” Stanford
AE12. “Why Are Some Animals So Smart?” van Schaik
AE13. “A Telling Difference” Anderson
AE27. “The Birth of Childhood” Gibbons

Mid-Term Exam 2: The Living Primates available 11/2 - 11/9
Part III: Hominins

1. Intro to Paleoanthropology: due 11/16
   HHE9. “From Tree Shrew to Ape”
   AE18. “The Woman Who Shook Up Man’s Family Tree” Johanson & Wong

2. Early Hominins: due 11/23
   HHE10. “From Hominoid to Hominin”
   HHE11. “Oldowan Toolmakers and the Origin of Human Life History”
   AE20. “Scavenger Hunt” Shipman

   HHE12. “From Hominin to Homo”
   AE24. “Rethinking Neanderthals” Alper
   AE25. “Twilight of the Neanderthals” Wong
   AE23. “Hard Times Among the Neanderthals” Trinkaus

4. Homo sapiens: due 12/7
   HHE14. “Human Genetic Variation”
   HHE15. “Evolution and Human Behavior”
   HHE16. “Human Mate Choice and Parenting”
   AE31.”Can White Men Jump?...” Shenk
   AE32.”Skin Deep” Jablonski & Chaplin
   AE36. “Dead Men Do Tell Tales” Maples
   AE33. “How Real Is Race?...” Mukhopadhyay & Henze
   AE34. “The Tall and the Short of It” Bogin
   AE35. “Body of Evidence” Hanson
   AE 39. “The Inuit Paradox” Gadsby

Final Exam available online 12/7-12/14

Cabrillo College Critical Dates

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>August 29</td>
</tr>
<tr>
<td>Holiday -- Labor Day -- Campus Closed</td>
<td>September 5</td>
</tr>
<tr>
<td>Last day to add or register for a full-term section</td>
<td>September 10</td>
</tr>
<tr>
<td>Last day to drop a full-term section and receive a reversal of charges or refund of enrollment, transportation fees or student activity card fee. (No exceptions!)</td>
<td>September 10</td>
</tr>
<tr>
<td>Census Day</td>
<td>September 12</td>
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<tr>
<td>Last day to drop a section without receiving a &quot;W&quot; grade</td>
<td>September 24</td>
</tr>
<tr>
<td>Last day to request pass/no-pass option (full-term section)</td>
<td>October 3</td>
</tr>
<tr>
<td>Holiday -- Veterans’ Day -- Campus Closed</td>
<td>November 11</td>
</tr>
<tr>
<td>Last day to apply for AA/AS degree or certificate</td>
<td>November 18</td>
</tr>
<tr>
<td>Last day to drop a full-term section with a grade of &quot;W&quot;</td>
<td>November 19</td>
</tr>
<tr>
<td>Holiday -- Thanksgiving -- Campus Closed</td>
<td>November 24 - 25</td>
</tr>
<tr>
<td>Final Exams</td>
<td>12/12/17</td>
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