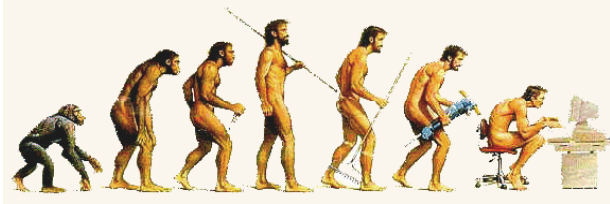


I. Synopsis: *Anthropology* studies the totality of humankind over time and space, emphasizing the roots of human behavior and culture. ANT 120 introduces *biological anthropology*, treating *Homo sapiens* as a bio-socio-cultural animal. The primary focus of *biological anthropology* is human evolution and adaptation—past, present and future. We will look at our biological, social and cultural evolution as these processes interacted to produce the adaptively flexible organisms we are today.

II. Themes:



- Anthropology: Forget about Indiana Jones or CSI
- Let's play detective! How to think like a bioanthropologist.
- Science as a way of thinking: why probability is more realistic than "truth."
- A nose-length from eternity: Evolution as the science of variability.
- Heredity and evolution: Darwin to DNA and why Gregor Mendel flunked his biology exam.
- Blessings in disguise: How the sickle-cell gene and diet laced with cyanide helped people thrive in Africa's rainforests.
- That monkey is not your uncle, but may be a distant cousin: Taxonomy and our place in nature.
- How to build a better primate.
- Curious George vs. King Kong: Does size matter?
- Sex and politics: What can we learn about modern politics by studying our closest living relatives?
- Barney vs. Micky Mouse: If dinosaurs "ruled the earth" for so long, why did they lose out to tiny bug-eating mammals?
- Pliocene hotheads: Quadrupedalism is safe, efficient, fast and predictable, so why trade all of that for hernias, varicose veins, lower back pain and difficult pregnancies?
- Becoming human: Forget "man the hunter" and pay attention to "woman the provider."
- The human brain: If someone says you act like an ape, say "Thank you."
- What does it mean to be modern (*Homo sapiens*)? Were Cro-Magnons important because they got the whole modernism thing started, or because their European descendants got the history book contracts?
- Misfits in a world that we created: Are we genetically and culturally suited for the modern world?
- Now that I've spent a whole semester learning this stuff, how do I convince my parents (or kids) that I can put it to some practical use?



III. Texts/Readings: Study guides for readings will be posted on ANGEL.

- **Clark Spencer Larsen—*Our Origins*.** A comprehensive text that covers the key concepts of the course.
- **Donna L. Hart and Robert W. Sussman—*Man the Hunted: Primates, Predators, and Human Evolution, Expanded Edition*.** A very controversial, but engaging look at the roots of human behavior.
- **Essays and articles:** Throughout the semester I will post essays and journal articles on Angel. These complement the lectures and texts.
- **Student Policies Webpage.** Don't flunk this course or get tossed out of school because you "didn't know..." You can find them at: <http://www.brockport.edu/policies/index.php>.

IV. Exams and project:

- **In-class Exams (50%):** There will be four exams. Study guides with sample questions, etc. will be posted on ANGEL.
- **Review quizzes (25%):** Every week there will be a short (10 min) quiz on materials covered to date. Missed quizzes cannot be made up. Only the top 10 quizzes count.
- **Course Project (25%):** Over the semester you will develop a course project that applies the concepts from the course. It will be completed in steps, with feedback between steps.

V. ANGEL: [FALL 2009 - ANT 120 // HUMAN EVOLUTION // SECTIONS 01 and 02](#)



- **Assignments:** Each week a set of assignments will be posted on ANGEL. Exams will be based in large part on these assignments. You can log onto ANGEL at <https://angel.brockport.edu/default.asp>
- **Study guides:** Weekly study guides covering the relevant readings and class materials will be posted. These will help you focus your readings and link them with the class content.
- **Handouts:** Periodically, handouts will be posted on ANGEL. These relate to the materials covered in class. **Important: Be sure to print these handouts and bring them to class on the assigned dates.**
- **Essays and Articles.** Be sure to read them during the weeks they are assigned.
- **CHECK YOUR BROCKPORT EMAIL AND ANGEL ACCOUNTS REGULARLY.** You are responsible for anything posted on your ANGEL or email account.

VI. Policies: Warning—Bad cop zone ahead!

1. Attendance and Personal/Sick Days:

College is preparation for the real world. This is your job, and I'm your supervisor. Employers don't look kindly on workers who fail to show up. Nor do I. Your grade is a certificate that you have met course requirements, of which attendance is a part. Also, lectures are based on case studies that you can't just pull out of the blue (Unless you have a PhD in Bioanthropology)



You are thus allowed a maximum of five (5) Personal/Sick days without penalty (*Note: In the interests of minimizing risk to the college community, certain exceptions will apply in the event of an H1N1 influenza outbreak. Details will be distributed separately.*)

- In the real world, you are expected to notify your supervisor ahead of time if you will be missing work. This also applies to ANT 120. To qualify for a Personal/Sick day you must notify me ahead of time (or in the case of a real emergency, immediately thereafter) that you will be absent, and the nature of the absence, If you do not notify me, it will be counted as an unexcused absence (see below)
- One third of a quality point will be deducted from the final grade for each unexcused absence.
- There are rare circumstances where exceptions may be made. These apply *only* to documented major emergencies beyond your control—the validity of which will be determined by me—or for pre-approved college business (Athletic team, etc.). You may also be required to complete an extra makeup-assignment.
- You are expected to notify me immediately of any anticipated absence (Just like you notify your boss at work).
- You are responsible for tracking your absences to make sure you don't exceed the limit.
- To be counted present you must be here in mind and body.** The following will result in your being removed from the class and counted as absent: Sleeping, reading non-course materials, listening to your iPod, MP3 player etc., playing with your cell phone, etc. chatting with neighbors, or engaging in other activities that detract from your and others' learning.

2. **Cell phones/Electronic Devices:** Set cell phones to vibrate before entering class. Sending and receiving text messages/calls are not permitted during class time. If you believe you have a legitimate reason for being reached by cell phone during class, please see the instructor for permission. Laptop computers may be used in class for note-taking only.



3. **Writing:** As college students you should use appropriate conventions of writing. If you lack these skills you should get outside help from the Center for Excellence in Learning in B-10 Cooper.

4. **Study time:** You should devote at least six hours/week to course work outside of class, plus additional time before exams/projects.

5. **Get help when you need it:** Small problems can be kept small if caught in time. If you have any difficulty please call me, e-mail me or drop by my office (C-10 Cooper) before you fall behind.

6. **Withdrawals/Incompletes:** See <http://www.brockport.edu/policies/index.php>.

7. **Academic honesty:** Familiarize yourself with College policies on academic honesty/dishonesty. Academic dishonesty is fraud and will be treated accordingly.

8. **Behavior:** This course is for mature adults only. If you don't fit that description drop the course now. *The following will not be tolerated and may result in your being removed from the course with a grade of E, and in additional disciplinary action by the college:* (1) disturbing other members of the class; (2) damaging or illegally removing college or public property (including library materials) while conducting course business; (3) failing to follow guidelines regarding handling of laboratory materials; (4) violations of other college policies relating to academic honesty outlined in *Student Policies*.

VII. Special needs:

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Student with Disabilities makes this determination. Please contact the Office for Students with Disabilities at (585) 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Any student engaging in academic dishonesty while conducting course-related business risks failing the course, and will be referred to the College for further disciplinary action. See *Student Policies*.

ANTHROPOLOGY DEPARTMENT GUIDELINES FOR STUDENT EVALUATION ver 12/30/04

The following standards provide students with clearly defined expectations regarding course performance as well as potential evaluators (graduate schools, employers, etc.) with a basis for interpreting student grades in Anthropology courses at SUNY Brockport. Students may request copies be sent to prospective employers and/or graduate admissions committees.

[Note: The College recognizes +/- grades. The award of + or - within a grade range will reflect the degree to which the student meets the standards within that grade range.]

GUIDELINES FOR THE GRADE OF A: A grade of A represents the highest level of performance. The A student masters virtually all of the concepts and data of the course, is able to integrate these data and concepts and develop new insights (at least for the student) from them. An A paper is virtually flawless in organization, grammar and style. Consistent performance at the A level in different courses indicates that the student should perform well in a variety of demanding situations, such as graduate school, executive positions, professional training programs, etc. (Allowable grades: A, A-)

GUIDELINES FOR THE GRADE OF B: A grade of B represents solid comprehension of course materials and concepts. The B student understands virtually all of the concepts and data of the course and is able to integrate them in a meaningful whole. B papers are soundly and clearly organized with few stylistic or grammatical errors. Consistent performance at the B level reflects the ability to work toward thorough mastery of the subject matter and is a sign of academic reliability. The B student should be able to handle graduate level work and perform effectively in many post-graduate occupations. (Allowable grades: B+, B, B-)

GUIDELINES FOR THE GRADE OF C: A grade of C represents very basic comprehension of the main concepts of the course and their implications. A C level student is able to keep up with the basic requirements of the course. C level papers are reasonably organized, although grammatical and stylistic errors may interfere with communication. Consistent C or C+ level performance indicates the ability to obtain a respectable liberal arts education and handle the basic expectations of the college graduate. (Allowable grades: C+, C, C-). [Note: Some programs accept only courses that have a minimum grade of C. The grade of C- may not count in such programs.]

GUIDELINES FOR THE GRADE OF D: A grade of D represents passing, but unacceptable work. A D student minimally understands the most basic concepts of the course and uses them correctly, but may not demonstrate sufficient understanding of their implications. Nonetheless, the D student must demonstrate a passing knowledge of the course materials. D level papers demonstrate a basic knowledge of the topic under investigation, although they are marred by one or more of the following: poor writing style, grammatical errors, and ineffective organization. (Allowable grades: D+, D, D-)

GUIDELINES FOR THE GRADE OF E: The grade of E represents an inability to meet minimal criteria for D. No credit is awarded. (Allowable grade: E)

POLICIES REGARDING ACADEMIC HONESTY, INCOMPLETE GRADES, AND WITHDRAWAL FROM A COURSE: These are detailed in *Your Right to Know and Academic Policies Handbook*, available online at www.brockport.edu/publications/ Please familiarize yourself with these policies

EXPECTATIONS REGARDING WRITTEN EXAMINATIONS, PAPERS: Students taking courses at all levels should demonstrate writing competency comparable to successful completion of ENL 112—*College Composition* or the equivalent. Students lacking this competency should be concurrently enrolled in *College Composition* or in a remedial course recommended by the College. Students in upper division courses should be able to formulate problems, utilize available library resources to research them, and write standard term papers. Students experiencing difficulties in these skills are advised to consult with their instructor for assistance and guidance.

ANT 120 Fall 2009—ASSIGNMENTS/EXAMS/PROJECT [Complete readings by end of week indicated]

L: Larsen—Our Origins, HS: Hart and Sussman—Man the Hunted, E: Edwards Essay (on Angel), A: Article (on Angel)

Week	Themes/readings	Mon	Tu	Wed	Th	Fri
I	Theme: The nature of anthropology and science L: "About the Author" xxix: "To the Student" L: Ch 1—What is Physical Anthropology? E: The_nature_of_science F09.doc E: Do religion and evolution have to conflict?	8/31	9/1	9/2	9/3	9/4
II	Theme: Important figures in the history of evolution: Darwin was one of many. L: Ch 2—Evolution: Constructing a fundamental scientific theory.	9/7: No class	9/8	9/9 Quiz 1	9/10	9/11
III	Theme: Evolution and the diversity of life. L: Ch 3—Genetics: Reproducing life and producing variation. E: TBA	9/15 Project, step 1	9/16	9/17 Quiz 2	9/18	9/19
IV	Theme: Evolution and the diversity of life, continued. L: Ch 4—Genes and their evolution: Population Genetics E: TBA; A: TBA	9/21	9/22	9/23 Quiz 3	9/24	9/25
V	Theme: Human adaptation and evolution L: Ch 5—Biology in the present: Living people A: TBA	9/28	9/29	9/30 Quiz 4	10/1	10/2 EXAM 1
VI	Theme: Is that monkey your uncle? L: Ch 6—Biology in the present: The other living primates E: TBA; A: TBA HS: ix, xv, Chaps 1-2	10/5 Project, step 2	10/6	10/7 Quiz 5	10/8	10/9
VII	Theme: Is that monkey your uncle? (continued) HS: Chaps 3-5	10/12	10/13	10/14 Quiz 6	10/15	10/16
VIII	Theme: Taphonomy—life, death and fossilization. How old is it? L: Ch 7—Fossils and their place in time and nature. E: TBA HS: Chaps 6-7	10/19: No Class	10/20	10/21 Quiz 7	10/22	10/23
IX	Theme: Why did tiny burrowing mammals outclass the mighty dinosaurs? Why did they leave their burrows for the trees? L: Ch 8—Primate origins and evolution: the first 50,000,000 years E: TBA HS: Chaps 8-9	10/26 EXAM 2	10/27	10/28	10/29	10/30 Quiz 8
X	Theme: Quadrupedalism is safe, efficient, fast and predictable, so why trade that for hernias, varicose veins, lower back pain and difficult pregnancies? L: Ch 9—Early hominid origins and evolution: The roots of humanity. HS: Chaps 10-11	11/2	11/3	11/4 Quiz 9	11/5	11/6
XI	Theme: Big brains are costly and hard to maintain—so why did humans develop so much brainpower? L: Ch 10: The origins and evolution of early <i>Homo</i>	11/9 Project, step 3	11/10	11/11 Quiz 10	11/12	11/13
XII	Theme: How many of our cousins were there? The technical revolution of archaic humans, Neanderthals and their kin. L: Ch 11 The origins, evolution and dispersal of modern people.	11/16 EXAM 3	11/17	11/18 Quiz 11	11/19	11/20
XIII	Theme: The modern brain, the modern body and their implications: E: TBA; A: TBA	11/23	11/24	11/25: No class	11/26	11/27
XIV	Theme: The human population grows: The mixed blessings of agriculture. L: Ch 12—Root of the matter: Farming and its consequences. E: TBA; A: TBA	11/30	12/1	12/2 Quiz 12	12/3	12/4
XV	Theme: All solutions old problems create new problems: Where anthropology fits in. L: Ch 13—Evolution, today and tomorrow. E: TBA; A: TBA	12/7 Project, step 4	12/8	12/9 Quiz 13	12/10	12/11
XVI	Final exam week	12/14 EXAM 4 TBA	12/15	12/16	12/17	12/18