

The Origins of Human Diversity (TRAD 104): Syllabus

Fall Semester 2010

Lectures: MW 9:00-9:50; EDUC 211

Discussion/Lab Sections: Fridays (see below for times)

Instructor: Dr. Barnet Pavao-Zuckerman

Office: Arizona State Museum North, Room 215

Office Hours: Mondays and Wednesdays 10-11AM, or by appointment

Email: bpavao@email.arizona.edu

Teaching Assistants: (TA's are available in office hours or by appointment)

Ms. Amy Clark

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Mr. Shane Miller

Office: Haury 408

Office Hours: MW 10-11:00AM

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Mr. Robin Steiner

Office: Haury 120

Office Hours: M 10-11:00AM, T 12:30-1:30PM

Email: rtsteine@email.arizona.edu

Discussion Section Information:

Section 011A (afarensis):	Fridays, 8-8:50 AM, Harvill 107 TA: Ms. Amy Clark
Section 011B (africanus):	Fridays, 9-9:50 AM, Physics 312 TA: Mr. Shane Miller
Section 011C (robustus):	Fridays, 10-10:50 AM, Physics 312 TA: Mr. Shane Miller
Section 011D (boisei):	Fridays, 11-11:50 AM, Physics 418 TA: Mr. Shane Miller
Section 011E (garhi):	Fridays, 12-12:50 PM, Physics 312 TA: Mr. Robin Steiner

Note: There will be at least one discussion room change this semester. Room change notices will be announced in lecture and posted on the D2L website. It is your responsibility to attend class and check the D2L website for classroom changes.

Course Description: This course explores the biological and cultural evolution of the human species over the last several million years and examines human similarities and diversity in a global perspective. Emphasis is placed on physical anthropological and archaeological approaches to the understanding of the origins of human biological and

cultural diversity. Approaches utilized include archaeology, biological anthropology, ecology, genetics, and geology.

Important Note: In this course, you will have the opportunity to examine and handle real skeletal remains of non-human animals, including primates, as well as replicas of human and hominid skeletal remains. Photographs of human remains will be shown in lecture to illustrate the evolution of key features in our hominid and human ancestors. Real human remains will *never* be displayed in lecture or lab. However, if you have religious objections to handling the skeletal remains of non-human animals, or to viewing illustrations, or replicas, of human remains, please let Dr. Pavao know *immediately*.

Course Website: A portion of your grade is contributed by your participation in D2L (Desire 2 Learn), a web-based learning system. The D2L website is also the official website for the course and contains all assignments, study guides, important links, as well as your gradebook. To access this course on D2L you must have a UA NetID and be officially enrolled in the course for at least 24 hours. Below are instructions on logging in to the course website:

1. Go to <http://d2l.arizona.edu> (Note: NO www)
2. Click on the "Check that your browser is compatible" hyperlink (Step 2).
3. Click on the UA NetID Login button on the top left side of the screen.
4. Enter your NetID and password-- the same as you use to get into your UA Webmail.
5. Once you are inside click on the (+) symbol beside the Semester and Department names. Then click on "TRAD 104: Origins of Human Diversity".
6. On the Course Home page, take a look at blue and red navigational bars along the top of your screen. Click Content to get to the Syllabus, Readings, etc. for your course.

Help is available at <http://help.d2l.arizona.edu>

Textbook and Readings: The required textbook is *Evolution and Prehistory: The Human Challenge*, by Haviland et al. (9th edition). Five additional readings from *Taking Sides: Clashing Views on Controversial Issues in Anthropology* are required reading prior to discussion section for which they are assigned and are available on the D2L course site (under Content).

Course Requirements and Grading: The requirements for the course, and their respective percentage values are below, followed by descriptions of each assignment:

Exam 1	20%
Exam 2	20%
Final Exam	20%
Essay, Rough Draft	5%
Essay, Final Draft	10%
Lab Attendance	10%
Lab Participation	5%

Quizzes	5%
D2L Participation	5%
Total	100%

Final letter grades will be determined using the following criteria:

- A: 90%+
- B: 80-89%
- C: 70-79%
- D: 60-69%
- E: 59% and below

As your exams and assignments are graded, your scores will be posted on the D2L website. Note that your grades are visible only to you and the teaching staff. If you believe there has been an error in the recording of your grade, please tell your TA or Dr. Pavao immediately.

Exam Policy: There are two in-term exams and one final exam in this course. The second exam and final exam are cumulative, but with greater emphasis on material covered since the previous exam. Exams may include multiple choice, identification, short answer, and/or long answer questions. Exams will cover material from lectures, labs/discussions, readings, guest lectures (if relevant), and films.

One make-up exam will be given that can be used to replace either the first or second exam (NOT the final). The make-up exam is scheduled for **Friday, November 19 from 3-5PM**. There will be **no exceptions** with regard to the timing of this exam, and this is your only opportunity to replace a missed first or second in-term exam. Again, the make-up exam cannot replace the final exam. The make-up exam will be far more difficult and more comprehensive than either of the normal first and second exams, so it is in your best interest to take the first and second exams as scheduled. If you know you will have to miss one of the in-term exams, and you cannot make the scheduled make-up exam, you should drop this class immediately. The final exam is scheduled for **Friday, December 17, from 8-10AM**. Everyone is required to take the final exam at the date and time scheduled. Please note that this is the **last** day of final exams; if this is a problem for you, **drop this class now**. There will be absolutely no exceptions to this rule.

Essay: Each student will be required to write an essay reviewing a scholarly article on a topic related to the material covered in class. You **must** have your choice of article approved by your TA. A rough draft is **required** and is worth 5% of your final grade. The final draft is worth 10% of your final grade. The article you choose must report original research findings (not a summary of someone else's findings). Assignment details, such as page length and formatting requirements, and a list of relevant academic journals are posted on the D2L website (Assignments-Essay), and a link to a useful

anthropological literature search engine is available under “Important Links” (Anthropology Literature Search) to help you find a relevant article.

Please note that these articles tend to use very dense and technical writing so you should be prepared to spend a good deal of time just reading and re-reading the article to be sure that you understand it (have a dictionary handy). Using what you have learned in class, your essay should summarize the content of the article as though you were a journalist writing for a “popular audience”, and place the specific research findings in the context of a broader understanding of human origins. What is the central research problem or question? How did the authors solve that problem? What is the broader significance of the findings? Be sure to define and explain key terms, and include the complete citation for the article that you are reviewing. Your TA will announce the due dates for the rough and final draft in your discussion section. Rough and final drafts can be turned in to the D2L “Dropbox”.

Laboratory/Discussion Sections: Every Friday, each of you will meet with one of the TA’s in groups of 25-30 students. The lab/discussion sections are intended to give you more contact with teaching staff in a less formal setting. In these sessions you will discuss and debate course materials, get hands-on experience with real non-human skeletal material, fossil casts, and real and replica artifacts, and view films. The days labeled “Discussion” on the schedule below will focus mostly on debate and discussion. You should come to these meetings having read the assigned readings and prepared to contribute to the discussion, as well as to listen, and respond to, the contributions of other students. Remember, attendance will be taken in the lab/discussion sections, and class participation (in addition to attendance) in the lab/discussion section is a significant portion of your grade in this course. Lab Participation, which will be assessed by your TA, includes both your verbal contributions to discussions, your respectful treatment of lab materials, and your general attitude and engagement in laboratories and discussions.

Quizzes: There will be eleven unannounced quizzes throughout the semester. They will be held in your laboratory/discussion sections. The quizzes will help you gauge your study habits and comprehension of course material. Each quiz will cover material from the previous week’s lectures, as well as the last week’s laboratory/discussion. The lowest quiz grade will be dropped (only the ten highest quiz grades will be used in the calculation of the final grade).

D2L Participation: As noted above, a portion of your grade is contributed by your participation in the D2L (Desire 2 Learn) course website (see above for login instructions). Every week for which you have lab/discussion section, you are required to log in to D2L and participate in an on-line discussion based on the posted topic. In order to get credit, your contribution to the discussion area should indicate that you have thought about the topic (“I agree with what she said” is not enough). You should write at least a couple of thoughtful sentences each week, and read what others have written (it is

ok to respond to what other people have written, as long as your response has substance).
You must post a comment BEFORE your discussion section.

The D2L discussions often complement the topic in discussion sections, but sometimes address topics that are a bit more controversial. Some people are often more comfortable tackling difficult topics using a web interface, rather than face-to-face interaction. However, it is also a lot easier to offend someone, intentionally or unintentionally. Please be extra courteous when posting to the on-line discussions.

Attendance: Because of the large size of the class, attendance will not be taken during lecture periods. However, do not expect to do well in the course if you consistently miss lectures. The more classes you miss, the lower your final course grade will be. The course lectures will cover material that is *not* covered in your textbook. Attendance *will*, however, be taken in lab/discussion and *will* contribute a portion of your final grade in this course. Failure to attend, or coming late to, lecture or lab/discussion does not excuse you from adhering to any changes in the course schedule.

Extra Credit Opportunities:

See the D2L website for Extra Credit Opportunities

Academic Honesty and Classroom Etiquette: In my experience, about 98% of students are very honest and very considerate of other students, the teaching assistants, and the professor. But, most of us, at some point in our lives, are tempted to take an unethical or illegal short cut, and all of us, at some point, behave badly.

I encourage you to familiarize yourself with the University's academic honesty policy (<http://deanofstudents.arizona.edu/codeofacademicintegrity>). Cheating, giving or receiving answers, and plagiarism will not be tolerated in this classroom. Plagiarism is copying text from any written material, be it hard-copy or web-based, and presenting it as if you wrote it. *Copying and pasting from any website is plagiarism.* If you are unsure how to quote or attribute concepts to authors, ask your TA for help (ignorance is not an excuse), or see the resources made available to you by the Dean of Students (<http://deanofstudents.arizona.edu/academicintegrityforstudents>). Plagiarism is also known as stealing, and it is (along with cheating) a punishable offense. Do not assume that professors and TA's are too out of touch to catch cheating. We know how to use the many tools of the Web, and as anthropologists, we are very aware of normalities and abnormalities in human behavior. As a result, in every lecture course that I have taught, or TA'd for, some form of cheating or plagiarism has been noticed and punished by teaching staff. Most often, students are tempted to cheat when they are afraid of failing a course, or of just not doing well enough. If you find yourself in that situation, the best (and most effective) thing you can do is talk to the TA's or the professor about **legal** ways to improve your performance. If you are caught cheating or plagiarizing, you **WILL FAIL** this course.

I was a teaching assistant for an introductory anthropology class in graduate school, and the professor required us to sit in the front of the room (facing the class) and watch the students for bad behavior. We were instructed to take away newspapers and cell phones, stop people from talking, and wake up sleepers. It was a miserable experience, the students were treated like they were still in high school, and the TA's felt like unwilling prison guards. I do not want a classroom that has the feel of San Quentin in lockdown, but, there are a few things that will guarantee a nasty look or, perhaps, public humiliation from the professor: 1) cell phones: ringing, talking on them, texting, or fiddling with them in any way other than to turn them off, 2) talking when you are not speaking to the whole class, 3) reading newspapers, magazines, blogs, whatever.

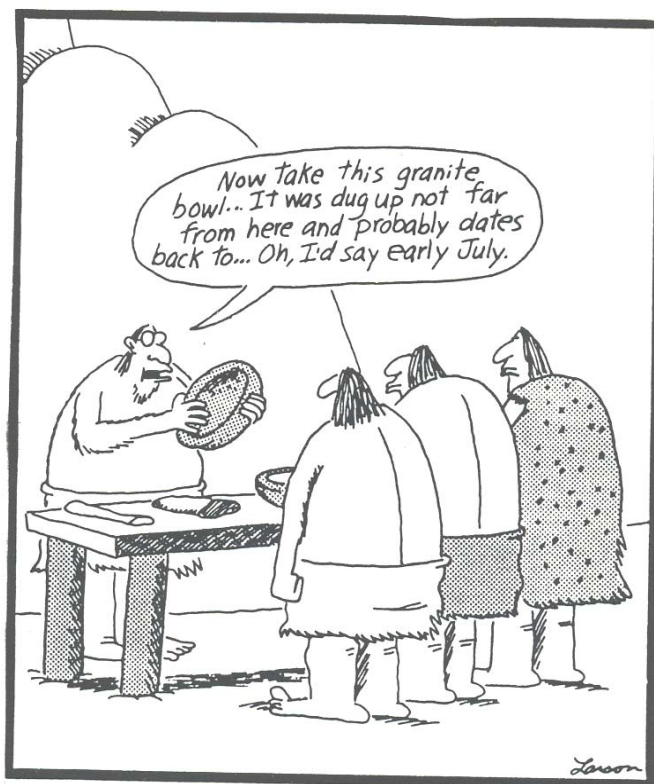
I know that life is full of unexpected events, and that, as a result, you will be late for class probably at least once in the semester. If this happens, try to be as non-distracting as you possibly can when you walk in and get settled—have your notebook and pen already out, and take the first empty seat you see. I won't mind if you're late once (I will probably be late once, too), but repeated lateness will be noticed. The professor reserves the right to heckle repeated latecomers (at her discretion).

The uncertainty of life also often leads to sleep deprivation. This deprivation is occasionally unintentionally, and unfortunately, remedied by a 50-minute nap in a dark room to the white noise of some academic droning on about million-year-old bones. Try your best to stay awake, and I will try my best to keep your mind alert. I won't send the TA's to wake you up, unless you snore, but I can't guarantee we won't all be laughing at you as you drool on your desk.

Serious Note: If you are struggling in the course, talk to Dr. Pavao ASAP. Do not wait until the end of the semester for help. By then, it is too late. If you do not do as well as you would like on the first exam, come to Dr. Pavao's office hours (or make an appointment) so we can figure out how you can improve your performance in the course.

And Finally, Five Best Ways to Get on Dr. Pavao's Good Side:

- 1) Learn *more* than what is covered on the exams.
- 2) Show a genuine enthusiasm about [at least some of] the course material.
- 3) Ask a good question in class every once in a while.
- 4) Come up to me after class and ask me more about something that interested you.
- 5) Laugh at my jokes, even when they're terrible (and they usually are).



Early archaeologists

Lecture Schedule

Date	Topic	Textbook Chapter: Pages
M 8/23	Welcome and Introductions	
W 8/25	Introduction to Anthropology	1
M 8/30	Evolution	2: pp. 26-33
W 9/1	Principles of Inheritance	2: pp. 33-51
M 9/6	<i>Labor Day, No Classes</i>	
W 9/8	Microevolution	read for next
	week	
M 9/13	Human Variation	12,13
W 9/15	Living Primates	3
M 9/20	Primate Behavior	4
W 9/22	Evolution of Mammals and Primates	6
M 9/27	cont'd	
W 9/29	FIRST EXAM	
M 10/4	Paleoanthropology	5
W 10/6	Early Hominids	7
M 10/11	cont'd	
W 10/13	cont'd	
M 10/18	Early <i>Homo</i>	8: 172-190
W 10/20	cont'd	
M 10/25	cont'd	
W 10/27	Neanderthals and Archaic <i>H. sapiens</i>	8: 190-201
M 11/1	cont'd	
W 11/3	cont'd	
M 11/8	SECOND EXAM	
W 11/10	<i>Homo sapiens sapiens</i>	9
M 11/15	cont'd	
W 11/17	cont'd	
M 11/22	Archaeological Approaches	5: review
W 11/24	cont'd	
M 11/29	Hunting and Gathering	
W 12/1	cont'd	
M 12/6	Food Production	10
W 12/8	Catch-up and Review	
F 12/17	FINAL EXAM, 8-10AM	

MAKEUP EXAM: Friday, November 19 from 3:00-5:00 PM
(cannot replace the Final Exam)

FINAL EXAM: Friday, December 17, 8:00-10:00 AM

Laboratory/Discussion Schedule

Lab	Date	Topic
1	8/27	Discussion: Critical Thinking and Anthropology
2	9/3	Lab: Mendelian Inheritance, Dominance/Recessivity
3	9/10	Discussion: The Concept of Race “RACE” READING
4	9/17	Lab: Introduction to Skeletal Biology
5	9/24	Lab: Mammalian and Primate Anatomy
6	10/1	Film: <i>Monkey in the Mirror</i> “APE LANGUAGE” READING
7	10/8	Discussion: Are we just a third chimpanzee?
8	10/15	Discussion: Critical Thinking about Paleoanthropology “REBURIAL” READING
9	10/22	Lab: On-Campus Field Trip
10	10/29	Discussion: Did Neandertals Interbreed with Modern Humans? “NEANDERTAL” READING
11	11/5	Lab: Meet our Ancestors
12	11/12	Film: <i>To Be Determined</i>
13	11/19	Lab: “Trash Can” Archaeology “OVERKILL” READING
	11/26	<i>Thanksgiving, No Class</i>
14	12/3	Discussion: Transition to Agriculture: Progress, or Fall from Eden?

This syllabus is subject to change. Any modifications will be announced during class or discussion sections. Failure to attend class or discussion sections does not absolve you from adhering to the changes.