

**ANTHROPOLOGY 110: INTRODUCTION TO HUMAN EVOLUTION**  
**FALL 2018 (CLASS 1018)**  
**MONDAY & WEDNESDAY 12:35-1:30, LECTURE CENTER 18**

Instructor: Adam Gordon, Ph.D.

Office: AS 246

email: agordon@albany.edu

Office hours: Monday, 9:30 to 11:30 am. (**NOTE: Please contact your lab instructor regarding anything lab-related. If you need to reach me, the best way is to come to my office hours or speak to me before or after class. The next best way is by email. However, please be aware that I receive a large amount of email and it may take several days before I respond.**)

Laboratory Director: Mercedes Fabian, Ph.D.

Office: AS 201

email: mfabian@albany.edu

Office hours: Refer to lab syllabus

Teaching Assistant: Aphizetl Medina

Office: AS 110

email: alemusmedina@albany.edu

Office hours: Th, 1:30 to 3:30 pm.

Teaching Assistant: Loretta Tucker

Office: AS 110

email: ltucker@albany.edu

Office hours: W, 10:15 to 12:15 pm.

Teaching Assistant: Jerred Schafer

Office: AS 106

email: jkschafer@albany.edu

Office hours: Tu, 9 to 11 am.

Teaching Assistant: Dana Yakabowskas

Office: AS 110

email: dyakabowskas@albany.edu

Office hours: M & W, 1:45 to 2:45 pm.

**Lab Sections:**

(1020) M 9:20-10:15 am

(1022) M 5:45-6:40 pm

(1019) Tu 2:45-3:40 pm

(6394) W 2:45-3:40 pm

(5055) M 2:45-3:40 pm

(9474) M 7:15-8:10 pm

(9475) Tu 4:15-5:10 pm

(7232) F 12:35-1:30 pm

(1021) M 4:15-5:10 pm

(6393) Tu 10:15-11:10 am

All labs meet in room AS 11 in the basement of Arts and Sciences. **You must attend the lab section in which you are enrolled.**

**Prerequisites:** There are no required prerequisites for this class.

**Course Objectives:** This course provides students with a basic introduction to the facts, skills and concepts needed to understand human evolution. Topics covered include the history of evolutionary biology, human osteology, primatology, functional anatomy, and the human fossil record. This course provides a springboard to subsequent classes in Biological Anthropology and Human Biology.

**General Education:** The course fulfills the objectives of General Education in the Natural Sciences Course. The university identifies the objectives of these courses as follows (from <http://www.albany.edu/generaleducation/>):

*“Natural Sciences: Approved courses show how understandings of natural phenomena are obtained using the scientific method, including data collection, hypothesis development, employment of mathematical analysis, and critical evaluation of evidence. Courses provide an overview of major principles and concepts underpinning a discipline's current base of knowledge and discuss major topics at the current frontiers of disciplinary knowledge. Courses show how answers to fundamental questions in science can change the world in which we live and often explore how social issues can influence scientific research. Opportunities for scientific inquiry within laboratory and/or field settings may be provided.”*

We will meet these requirements by investigating the theoretical basis and empirical evidence underlying the discipline of biological anthropology, both in lecture and in the lab sections.

## Textbook and Website

### **Required Textbook:**

Stanford C, Allen JS, & Anton SC. 2016. *Biological Anthropology, fourth edition*. Pearson, Upper Saddle River, New Jersey. (There is one copy on three-hour reserve in the University Library.)

The course schedule at the end of this syllabus specifies the chapters in the textbook that you are expected to read in advance of each class. Note that the text is designed to supplement the material presented in lecture, not to duplicate it. In addition, there may be instances in which the material presented in lecture contradicts or otherwise disagrees with material presented in the text. In those cases, the material presented in lecture will be considered correct for the purposes of exams.

### **Course Website:**

Course materials such as lecture slides, grades, and this syllabus will be posted on Blackboard. In addition, course announcements such as amendments to this syllabus will be posted on Blackboard. Lab materials will be available through a separate Blackboard site for lab sections.

**Please note:** I discuss many concepts in much greater detail in lecture than they appear on the slides, and some material covered in lecture does not appear on the slides at all. **Do not expect to earn a good grade in this course if you try to learn the material from the online slides alone.**

## Course Requirements

**Exams:** There will be two exams given during the regular course of the semester plus a final exam. Exams may include questions drawn from lecture, lab, and the textbook. The midterms will focus on material covered since the previous exam, and the final exam will focus on the second half of the semester. However, be aware that the material in later parts of the course builds upon material in earlier parts of the course, so expect to see questions on later exams which incorporate concepts from earlier in the semester. Also, please note the following exam policies:

- Anyone arriving after any student has completed the exam and left the lecture hall **WILL NOT be allowed to take the exam**. In addition, please arrive several minutes early on exam days so that we may begin the exam on time.
- During exams, all bags and notebooks must be placed on the floor under your seat. No phones or headphones will be allowed (I will display the time on the screen at the front of the room so you will know how much time you have left). Any hat with a brim or bill must be removed or turned so that the brim does not project forward.
- You will be required to write and bubble-in your name and student ID number on your exam scantron sheet. Please be sure to write down your student ID number before coming to the exam, and please bring your student ID with you to the exam.

**Lab Grade:** A total of ten lab exercises and additional quizzes will be conducted in lab over the course of the semester. These are completed during your lab section and turned in to the lab instructor at that time. Please refer to the lab syllabus for more information.

### **Components of Overall Course Grade:**

Midterm exams: 45% (**Note:** the higher score of your two midterms will count for 30%, the lower score for 15%)

Lab grade: 30%

Final exam: 25%

Your overall course grade on an A-E scale is based on your overall percentage according to standard cutoffs. Below are the minimum percentages required for each grade:

A: 93.33%	A-: 90%	B+: 86.67%	B: 83.33%	B-: 80%	C+: 76.67%
C: 73.33%	C-: 70%	D+: 66.67%	D: 63.33%	D-: 60%	E: below 60%

**Note on Extra Credit:** I count the higher grade of your two midterms twice as much as your lower midterm exam grade (30% and 15%, respectively), which gives you an opportunity to dramatically improve your grade if you are unhappy with your performance on the first midterm. However, **I do not allow students to complete extra credit assignments** to bring up their overall course grade.

### Course Policies

**Make-up Exams:** In most cases there will be no make-up exams. If you miss an exam, you will receive a zero for that exam. Exceptions will be made only 1) with *proof* of dire emergency or illness, 2) with advance notice of a compelling time conflict *in some cases* (see web link below), or 3) due to religious observance. I will not provide alternative exam times for students who have personal travel plans or commitments (e.g., early travel home for Thanksgiving, family vacation during the final exam period). Please refer to the “Attendance and Timely Compliance with Course Requirements” section of the university’s Undergraduate Academic Regulations for more details ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)). All medical excuses must be submitted to the Office of the Vice Provost and Dean for Undergraduate Education in Lecture Center 30 and they generally require a written excuse from a medical provider. Be aware that the University Health Center will provide medical excuses only under very specific situations ([http://www.albany.edu/health\\_center/medicalexexcuse.shtml](http://www.albany.edu/health_center/medicalexexcuse.shtml)). If you think you have an excusable absence for an exam, please let me know in advance or immediately after missing the exam so that a make-up can be scheduled in a timely manner.

**Students with Disabilities:** Students with disabilities who need special accommodations should notify me and have appropriate documentation on file with the Disability Resource Center (<http://www.albany.edu/disability/index.shtml>). I will be happy to accommodate your needs with sufficient advance notice.

**Lecture Attendance:** While it is important for you to attend every class, I will not take regular attendance in lecture. However, whether you come to class or not, you are responsible for keeping up with what happens in class. This applies to the content of the class, handouts, and announcements about class policies, events, deadlines, *etc.* In particular, **I reserve the right to change deadlines and exam dates, and you will be held to those dates regardless of whether you were in class for the announcement or not.** Announcements and amendments to this syllabus will also be posted on Blackboard, but it is easy to miss other pertinent information if you are absent from class.

**Lab Attendance:** Lab attendance is mandatory. Please refer to the lab syllabus for more information.

**Cell Phones and Laptops:** Please show respect for the other members of the class and silence your phones before you enter the classroom. You are welcome to bring a laptop, tablet, e-reader, *etc.* to class for taking notes and accessing electronic copies of lecture slides downloaded from Blackboard, but electronics use should be limited to course-related activities. Please silence all speakers before class begins.

**Lecture Hall Conduct:** As any student who has taken a class in a large lecture hall knows, the actions of other people around them can be distracting and make it difficult to follow the lecture. Please be considerate of your fellow students: arrive before class begins so you do not disturb others with a late arrival, limit electronics use to lecture-related material so as not to distract people around and behind you (e.g., no social media or online shopping during class), and don’t have side conversations during lecture – but please feel free to raise your hand to ask me questions during lecture.

**Grades:** The grade you receive, either on an individual exam or assignment or as your final grade, is not subject to negotiation. It is your grade unless an error has been made (e.g., if you marked “B” and the correct answer was “B”, but your answer was marked incorrect). If you think an error has been made, let me or your TA know within one week of receiving the assignment or exam grade.

**IMPORTANT NOTE:** If you are struggling in the course, please come for help *during* the semester when there is still time for me to help you. Take advantage of my office hours or make an appointment with me. Do not wait until the course is over and ask me to change your grade because you are trying to graduate, you are on academic probation, or you have had a tough time with your personal life this semester. By then it is usually too late for me to help you.

**Academic Integrity:** The following statement is a quote from the University’s Standards of Academic Integrity Policy:

*“Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.”*

Students who violate university policy on academic integrity are subject to disciplinary penalties, including the possibility of a failing grade for the course, disciplinary probation, suspension, or expulsion from the University. Prohibited activities include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act. For more information, refer to the section “Standards of Academic Integrity” in the Undergraduate Academic Regulations ([http://www.albany.edu/undergraduate\\_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)).

## Lecture Schedule

(Note that this schedule may be adjusted later in the semester.)

### Week 1

- M 8/27 Introduction  
W 8/29 History and principles of evolutionary biology I  
Reading: Stanford Introduction and Stanford Chapter 1

### Week 2

- M 9/3 NO CLASS (Labor Day)  
W 9/5 DNA: the molecular basis of heredity  
Reading: Stanford Chapter 2

### Week 3

- M 9/10 NO CLASS (Rosh Hashanah)  
W 9/12 History and principles of evolutionary biology II  
Reading: Stanford Chapter 3

### Week 4

- M 9/17 Species and speciation  
Reading: Stanford Chapter 4  
W 9/19 NO CLASS (Yom Kippur)

### Week 5

- M 9/24 Primate diversity  
Reading: Stanford Chapter 6  
W 9/26 Humans as primates and human variation  
Reading: Stanford Chapter 5

### Week 6

- M 10/1 Primate ecology and behavior  
Reading: Stanford Chapter 7  
W 10/3 **EXAM 1**

### Week 7

- M 10/8 Principles of geology and paleontology  
Reading: Stanford Chapter 8  
W 10/10 History of the earth

### Week 8

- M 10/15 Primate origins and primate evolution  
Reading: Stanford Chapter 9  
W 10/17 Origin of bipedalism  
Reading: Stanford Chapter 10

### **Week 9**

M 10/22 Early hominins  
Reading: Stanford Chapter 10

W 10/24 Australopiths I  
Reading: Stanford Chapter 10

### **Week 10**

M 10/29 Australopiths II  
Reading: Stanford Chapter 10

W 10/31 Origin of the genus *Homo*  
Reading: Stanford Chapter 11

### **Week 11**

M 11/5 *Homo erectus* and Out of Africa I  
Reading: Stanford Chapter 11

W 11/7 Pleistocene climates  
Reading: Stanford Chapter 12

### **Week 12**

M 11/12 Middle Paleolithic / Middle Stone Age tools  
Reading: Stanford Chapter 12

W 11/14 **EXAM 2**

### **Week 13**

M 11/19 Neanderthals  
Reading: Stanford Chapter 12

W 11/21 NO CLASS (Thanksgiving)

### **Week 14**

M 11/26 Anatomically modern humans  
Reading: Stanford Chapter 13

W 11/28 Origin of modern humans: Hypotheses and evidence  
Reading: Stanford Chapter 13

### **Week 15**

M 12/3 Evolution of the human brain  
Reading: Stanford Chapter 14

W 12/5 Evolution of human life history  
Reading: Stanford Chapter 15

### **Week 16**

M 12/10 Summary and review

### **Exam Period**

F 12/14 **FINAL EXAM** (10:30 am-12:30 pm in Lecture Center 18)