

ANG 5595 - Proseminar in Anthropology IA: Biological Anthropology

Class # 28308
Fall 2020

Monday 1:55 – 4:55 PM (Periods 7-9)

Instructor: John Krigbaum
Office: 1350A Turlington Hall
Phone: (352) 294-7540
Office Hours: By appointment; Thursday Open Zoom (4:00-6:00pm)(ID to follow)
Email: krigbaum@ufl.edu

... ignorance more frequently begets confidence than does knowledge: it is those who know little, and not those who know much, who so positively assert that this or that problem will never be solved by science. – Charles Darwin, The Descent of Man (1871)

Course Description

As anthropology is a holistic discipline, we attempt to view humans, their activities, and their cultural and biological history in as broad a context as possible. Such a vast field is divided into a number of subfields, of which biological anthropology (= physical anthropology) is introduced to you in this portion of Proseminar I.

The goal of biological anthropology is to understand the natural history of humankind. The field is firmly rooted in evolutionary theory. Indeed this course is ostensibly a primer in *evolutionary anthropology*. However, many facets of our science are misconstrued and this is true for any area of inquiry that focuses on evolution. We will explore this tension between science and evolution as we examine current trends in the field pertaining to the group of mammals that extant (=living) humans belong, the Order Primates.

Biological anthropology is a highly interdisciplinary field of inquiry. We will review scientific fundamentals (biology, geology, anatomy, behavior) as they contribute to major subfields of our discipline (e.g., skeletal biology, primatology, paleoanthropology, genetics, bioarchaeology, human biology). Myriad lines of evidence help us to establish the context and circumstances that have allowed our bodies and behaviors to change over time. Critical to this end are aspects of heredity as it relates to evolutionary and biocultural change, including human biological variation and modern polymorphisms and forces affecting human adaptation. We will highlight (but not overwhelm!) significant fossil finds with particular emphasis on the common ancestor of humans and the African great apes and the radiation of the hominin lineage. This then lays the groundwork to review the archaeological and biological evidence of our ancestry and the biocultural revolution that continues to take place. Biomedical aspects of health and disease, for example, are crucial to appreciate the overall state of the human condition in biocultural context.

Required Readings, Textbooks, and Resources

Marks, Jonathan (2018) *The Alternative Introduction to Biological Anthropology*, Second Edition. New York: Oxford University Press. *OUR TEXTBOOK*

Rothman, J. Gonder, K., Dunsworth, H., and McNulty, K. (2017) *Biological Anthropology*. The Nature Education Knowledge Project. URL:

<https://www.nature.com/scitable/knowledge/biological-anthropology-98009799/>

** Required Articles are listed/updated on the Canvas course website, in Modules IA.1 – IA.7

Format

The first half of Proseminar I, Biological Anthropology (IA), will consist of lecture and discussion, and hopefully more discussion than lecture. Lecture will help set the stage and the key facts and stories that are important facets to the discipline. Discussion will provide all of us the opportunity to share perspective and insight about assigned readings, course materials, and outside course resources focused on how biological anthropology contributes to the major issues within the field and for society more generally. After each class, I will provide in Canvas a pdf file of the lecture presentation slides presented, and these might be helpful to complement your notes in class, and as reference. Assigned readings are listed in each Module (IA.1 – IA.7), and additional readings may be added (or deleted), as necessary.

Course Goals and/or Objectives: *By the end of this course, students will be able to*

- Identify, describe, explain, and apply factual, conceptual, and procedural knowledge in biological anthropology.
- Apply the scientific approach to investigate human variation in its biological, social and cultural dimensions.
- Integrate different sources and types of knowledge into holistic perspectives about human variation.
- Evaluate the significance, quality and veracity of information and apply it effectively to solve problems.

Weekly Course Schedule (in brief)

August 31, 2020	Introduction (IA.1)	N/A	
September 7, 2020	No Class: Labor Day		
September 14, 2020	Science & Evolution (IA.2)	Ch. 1-3	Essay #1
September 21, 2020	The Primate Order (IA.3)	Ch. 4-7	
September 28, 2020	The Living Primates (IA.4)	Ch. 8	Essay #2
October 5, 2020	Becoming Human (IA.5)	Ch. 9-12	Essay #3
October 12, 2020	Human Origins & Diversity (IA.6)	Ch. 13-14	Essay #4
October 19, 2020	The Modern Condition (IA.7)	N/A	

Grading

Grades in this course conform to UF Grading Policy, which can be reviewed at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>. The usual point equivalencies for letter grades (including minus grades) apply: A (93.0-100), A- (90.0-92.9), B+ (87.0-89.9), B (83.0-86.9), B- (80.0-82.9), C+ (77.0-79.9), C (73.0-76.9), C- (70.0-72.9), D+ (67.0-69.9), D (63.0-66.9), D- (60.0-62.9), E (<60.0).

You can earn up to 100 points for Proseminar IA, broken down by responsibilities as follows:

- Attendance & Participation (N=6) (25 points)
- Team Discussion (N=1) (10 points)
- Critical Essays (N=4) (40 points) – Due Sept. 9, 28, & Oct. 12, 19
- Take Home Final Exam (N=1) (25 points) – Due Dec. 9 (last day of classes)

Assessment	Total Points	Percentage of Grade (IA)
Attendance & Participation	25	25%
Team Discussion	10	10%
Critical Essays (N=4)	40	40%
Take-Home Final Exam	25	25%

Team Discussion

We will assign Discussion teams of three, each who will be in charge of leading discussion for their assigned week. Team members should meet outside of class to organize readings and to prepare a list of questions/points for in-class discussion. As this constitutes a substantial portion of the grade, each team member should participate and have an active voice. To participate in class discussion, all students should read assigned course materials prior to class.

Critical Essays

I will post critical essay topics after class, and these will be due at the beginning of class the following week. Essays should be in MS WORD and uploaded to Canvas prior to the start of class. These written assignments may precede Discussion of that week's readings, which will ensure reading of required materials, and provide a baseline for each student to engage in discussion. Written work should include name/date at top, and be double-spaced, 12-point font, 2-3 pages in length (1200 words maximum). Each critical essay assigned will focus on a particular point, idea, and/or theme topical to class discussion (the following week). Late papers will be docked two points and will be accepted no later than the next class meeting.

Final Exam

The take-home final exam will be posted on the last day of class (December 2, 2019) and will be due on December 9, 2019 at 4:30pm. You must upload a WORD document to Canvas. A late final exam will be docked five points and may result in an incomplete grade for the course.

Class Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Recording

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

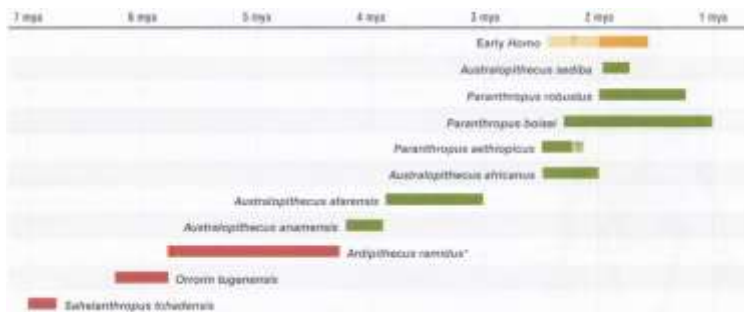
As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COVID-19 (In Person Class Option—TBD)

Should we have a face-to-face instructional session to accomplish the student learning objectives of this course and in response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course will be assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Materials and Supplies Fees: N/A



Source: Jurmain et al. (2018)