

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**  
**University of Calgary**

**ANTHROPOLOGY 201: Introduction to Biological Anthropology**  
**Summer 2018**

Class Time: MW 9-11.45am  
Class Location: SA 106

**Instructor:** Luke Larter  
Email: : [luke.larter3@ucalgary.ca](mailto:luke.larter3@ucalgary.ca)  
Office: ES 602K  
Office Hours: Wed. 12-1pm

**Teaching Assistant:** Catherine Butts  
Email: [catherine.butts@ucalgary.ca](mailto:catherine.butts@ucalgary.ca)  
Office: ES722  
Office Hours: TBA

Prerequisites: none

**Course Description**

This class will introduce students to the field of biological anthropology, including evolutionary processes, primates, human evolution, and modern human diversity. While a number of interesting concepts are discussed in this class, be prepared that memorization of new terms is also required.

**Course Learning Outcomes**

Upon completion of this course students should be able to:

- Explain the development of evolutionary thought in the Western world, our current understanding of the mechanisms of evolutionary change, basic genetics and epigenetics, and the processes involved in the evolution of new species.
- Articulate our place in nature, as well as the characteristics (behavioural and morphological) shared by primates as well as the diversity within the Primate order (among the lemurs, lorises, tarsiers, monkeys, and apes.)
- Explain the difference between a monkey and an ape.
- Discuss the complex path of human evolution and what lead to the divergence of the line that ultimately lead to modern humans.
- Understand humans, in terms of some of the unique and interesting things about us, as well as the many ways in which we are similar to non-human primates.
- Critically evaluate the discovery of new fossils, new insights regarding the behaviour of the other primates, and the ever-increasing importance of DNA in understanding human evolution.
- Explain the biological diversity of modern humans, some of the modern applications of biological anthropology, and engage in informed discussions about the legacy and prospects for our species.

**ATTENDANCE AND COURSE MATERIALS**

Students will need to attend class to do well in this course! The textbook material is related and complementary to lecture material. However, lectures will not be tightly tied to the format of the textbook and both need to be mastered to do well on exams. Students should read the text and pay close attention to areas where it overlaps with the lectures. Please read the text to understand broad ideas, theories, definitions, and to learn which primate groups and species are associated with concepts learned in class. The text provides different examples than those covered in class to supplement your learning and to help to clarify concepts.

## TENTATIVE SCHEDULE

\*\*\*Subject to change depending on how quickly material is covered or unforeseeable circumstances.\*\*\*

DATE	LECTURE MATERIAL AND TESTS	TEXT CHAPTER
July 4	Course overview Into to Anthropology and Bioanthropology Development of Evolutionary Thought	1, 2
July 9	Genetics, Variation, and Epigenetics Video: <i>Darwin's Revolution in Thought</i>	3
July 11	From Variant to Species Video: <i>Your Inner Fish</i>	4
July 16	Primates	5,6
July 18	<b>Term Test 1</b> Video: <i>BBC Life of Primates</i>	
July 23	Primates continued, What it means to be a hominin	7,8
July 25	Hominin Origins – Ape to Australopithecus Video: <i>Becoming Human 1</i>	9
July 30	The emergence of the Genus Homo Video: <i>Alien from earth</i>	10
August 1	<b>Term Test 2</b> Video (following test): <i>Becoming Human 2</i>	
August 6	<b>Alberta Heritage Day – NO CLASS</b>	
August 8	The advent of humanity The emergence of anatomically modern humans	11,12
August 13	Modern human diversity Video: <i>Becoming Human 3</i>	13
August 15	Biology of contemporary and past populations Video: <i>First Peoples</i> Human Legacies, Human Prospects	14, 16
TBA	<b>Final Exam</b> <b>(Cumulative: all lectures, videos, and all textbook chapters covered)</b> Date TBA, schedule by the Registrar	

**Lecture notes:** will be posted as slide PDF handouts on D2L and can be printed before class to assist in note taking. Some pictures and whole PPT files will not be posted due to copyright of figures and photographs.

**Textbook** – A Human Voyage, A. Keenlyside and R. Lazenby, 2nd Edition, 2015. Lectures and textbook chapters are coordinated and thus there is overlap in the required readings and the lectures and films, however you are responsible for any material in the textbook whether or not it is covered in class, and any material from the class, whether or not it is covered in the textbook.

## **COURSE REQUIREMENTS**

**Term Test 1 – (25%): May 28, 2018.** This test will be in multiple-choice format with short answer and will cover all preceding lecture materials, videos and textbook material.

**Term Test 2 – (35%): June 11, 2018.** This test will be in multiple-choice format with short answer as well. We will test lecture materials, videos, and textbook material covered **since** Term Test One.

**Cumulative Final Exam (40%): Registrar scheduled** –Date to be announced. This test will in multiple-choice format as well as short answer and is **CUMULATIVE**. It will test lecture materials, videos, and textbook material covered **since** the beginning of term.

**Please note: ALL** lecture materials will be covered on exams; this includes videos, lectures, discussions, and guest lectures. Lectures do not exactly follow the text chapters so please read actively and carefully!

## **GRADE BREAKDOWN**

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8 %
B+	79.9–84.8 %	B	74.9–79.8 %	B-	70.9–74.8 %
C+	66.9–70.8 %	C	62.9–66.8 %	C-	58.9–62.8 %
D+	54.9– 58.8%	D	49.9–54.8 %	F	49.8 and below

## **ADDITIONAL ACCOMMODATIONS**

**Missed Exams** – Missed exams automatically receive a score of zero. In the event of an emergency or illness, you **MUST** notify the instructor as soon as possible. Documentation (e.g. a doctor’s note) may be requested. The format for making up a missed exam will **NOT BE IN THE SAME FORMAT AS THE REGULAR CLASS EXAM** and may not be offered at all.

**Exam viewing** – Exam marks will be posted on D2L but exams will not be handed back. Students will be allowed to view both their own exam and the answer key during scheduled office hours, or by appointment. After reviewing the key and your notes, if you feel that you were marked unfairly or that marks were missed on your exam, you can address the concern with the instructor. You may be asked to prepare a short, written statement explaining the concern. The entire question will then be re-graded and marks adjusted (up or down, as is warranted) at the instructor’s discretion. We will only make adjustments to grades within the first two weeks after an exam. After two weeks, you will be able to view exams, but we will not re-grade.

***No accommodation will be made for poor performance on exams.*** For instance, additional items cannot be submitted in lieu of exams and grades will not be curved. Please be sure that you are well-prepared for exams so that you perform well when you have the opportunity!

## **COMMUNICATION ETIQUETTE (e.g., email)**

- Please use your university account. Otherwise, use an account with an appropriate name (Example of an unacceptable email: sexy mama@gmail.com).
- Use a clear subject line that includes the course name/section and the topic of the email such as “ANTH 201.01 Question about my schedule”

- Please be respectful (i.e., not too casual) when addressing me in an email. Use an appropriate greeting (acceptable: “Dear Mr. Larter”; unacceptable: “Whuddup”). Please proof-read, spell check and use complete sentences.
- Keep the question(s) short and to the point. Show that you have made an effort to find the answer first in the text and lecture material (or even an outside source). State what you know in relation to what you are having a difficult time understanding.
- Include your full name and student ID in the signature of your email.
- Allow 48 hours for a response, excluding weekends and holidays.

**\*Please note: I may choose not to respond to emails that do not follow the format outlined above** so please be thorough and respectful when addressing me with a concern and in return, I will try my very best to get back to you as soon as possible to accommodate your needs.

### **Examples of good and bad email etiquette:**

#### **1) Good**

Subject: ANTH 201.01 Question about traits

Dear Mr. Larter,

I'm not sure I fully understand the difference between "derived" and "primitive" traits. Based on my understanding, primitive traits must have occurred as far back as a common ancestor of the species being compared. Derived traits can occur anywhere along the ancestral line after the common ancestor, including humans and modern day primates. So, is the difference that derived traits came about in whichever species in which they occur after the branching from a common ancestor, whereas primitive traits are there because the common ancestor had them and they have not been lost throughout evolution?

Thank you for your time,

Agood Student (SID# 12345678)

#### **2) Bad (yes, this was an actual email my colleague received at 3pm the day of an exam)**

Subject:

what up? i dont get it. what is derived and primitive trate? r u gonna test this? can u get back to me fast cuz the test is today and i need to studddy.

(no name)

### **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

### **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

## **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

## **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

## **TEACHING EVALUATIONS / USRI's (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!**

Website: <http://www.ucalgary.ca/usri/>

## **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

**Faculty of Arts Program Advising and Student Information Resources:** Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

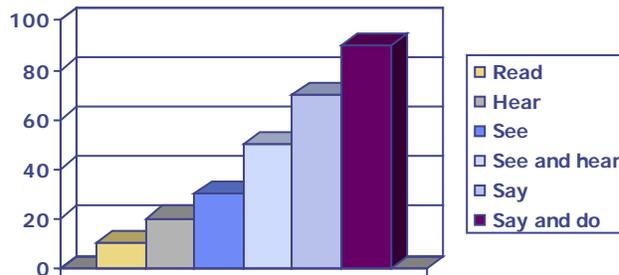
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>

**FINAL NOTES FOR SUCCESS**

- If at any time during the course you do not understand the material, please ask me: a) during class (please raise your hand), b) during lecture breaks, c) before or after class, d) via email, or e) during office hours. I would like to help you succeed!
- I encourage you to get to know some of your fellow students and study together. Studies show that the average person only retains 10% of the material they READ versus 90% of the material they READ, then RECITE, EXPLAIN OR DEMONSTRATE! (See graph from the U of C Teaching and Learning Centre below):

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**Thank you for your attention. I am looking forward to a great semester!**

