ANT 2511: Human Species
Section BM01 – Summer 2018
TTH 2:00pm - 3:50pm | CB2 106

Instructor: Edward Gonzalez-Tennant, PhD
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Office: Main Campus, Phillips Hall, 311C
Office Hours: TTh 1pm-2pm
I will not hold office hours on days when class does not meet, such as holidays.

Texts

Essentials of Physical Anthropology. 3rd Edition.
By Clark Spencer Larson, W. W. Norton.

Course Description

This course introduces students to physical anthropology, one of the four traditional subfields of anthropology. Physical anthropology utilizes many lines of evidence to holistically understand human evolution, our closest living biological relatives (e.g., primates), and the ancestors of these groups. The course is divided into two broad sections. The first explores physical anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural change.

This is a "mixed" mode course. This means that we will only meet twice per week for lectures. Other activities such as exams and videos will take place outside of regularly meeting times, and will be available online via WebCourses. See course schedule for more details.

Course Objectives Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.
- Provide an overview of the history of evolutionary thought.
- Provide an overview of modern genetics and evolutionary forces.
- Provide an overview of the living primates.
- Provide an overview of human evolution.
- Provide an overview of modern human variation and adaptation

Who should take this course?

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. If you are taking this class because you feel it is an easy GEP option you are mistaken and should drop this

course. Physical anthropology is every bit a "hard" science as physics or chemistry. You should drop this class if you do not plan to attend regularly and pay attention during class hours.

Grading

Grades will be determined from four exams, and a series of in-class quizzes. Students will also have an opportunity to earn extra credit by participating in five pop-quizzes administered during the semester. Students are expected to complete assigned readings prior to class. Make-up exams and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note). Grades will come from:

Four Exams	160 possible points
Four Film Responses	40 possible points
In-Class Labs	20 possible points

Breakdown of Grading

Four Exams: Each exam will consist of 60 multiple choice questions and students will have 90 minutes to complete the exam. ***Each exam is worth 40 points***. The exams will be administered via WebCourses@UCF, and will be available for 24 hours. To combat cheating, exams will be timed and questions randomized so no two exams will be the same. Questions are drawn from lectures and the textbook. All PowerPoints and a study guide will be posted on WebCourses prior to the exam. There are NO cumulative exams in this class. Each exam only covers a set number of chapters (see course schedule for details).
[Total Points: 160]

Three Video Responses: Three videos will be shown online during the semester. Students will watch the videos, answer a series of provided questions, and then take an online quiz based on those provided questions. Quizzes will be available on WebCourses for multiple days.
[Total Points: 30]

3D Hominins Lab: We will have one lab exercise during the semester. Students will use a web browser to access a series of 3D models. These models represent different hominin fossils spanning the past 6-7 million years. Students will answer a series of questions associated with these fossils, and then complete and online quiz in WebCourses based on those questions. This exercise is designed to be fun and informative. We will discuss the exercise in class, and then students will complete it on their own.
[Total Points: 10]

Total Possible Points: 200

Course Grading Scale

A	93-100	A-	90-92.9		
B+	87-89.9	B	83-86.9	B-	80-82.9
C+	77-79.9	C	73-76.9	C-	70-72.9

D+ 67-69.9 D 63-66.9 D- 60-62.9
F 59.9 and below

Attendance and Make-Up Policies

Attendance is not taken in this class, but it is highly encouraged. Several questions for each exam will come directly from the class lectures. If you miss class and want to know what was discussed, DO NOT email me. Instead, get notes from a fellow student and/or come to see me during office hours.

Make-up exams and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note, police report). Students only have one week to make up work. Students who contact me after the due date for an assignment/exam MAY be allowed to make it up, but will lose up to 50% for it being late. Due dates are posted at the beginning of the semester and students are responsible for knowing these dates. This policy is non-negotiable.

Academic Dishonesty

Plagiarism and Cheating of any kind on an exam, quiz, or assignment will result in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). Students identified as cheating may be referred to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat by giving answers to others or taking them from anyone else.** I will also adhere to the highest standards of academic integrity, so please **do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.**

Student Conduct

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/). Any behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please keep personal cell phone use to a minimum

(e.g., texting). Laptops should only be used to take notes. **Disruptive students will be told to leave, and may lose points on their assignments.**

Course Accessibility Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact Student Accessibility Services (SAS) office located in Ferrell Commons room 185 or via email at sas@ucf.edu to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Emailing the Instructor

When you email me, put "ANT 2511 AM01" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course number and section. I actually recommend you contact me via WebCourses as this information is already included there. I will typically respond with one day, but allow up to two days (48 hours). On the weekends, I may not check my email until Monday morning.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to ***wait at least 24 hours before contacting me about individual grades*.** Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns with me and avoid any angry emails you may later regret. I also will not provide correct answers as long as other students are still taking an online exam or completing an online assignment.

DO NOT contact me to ask for extra credit, free points, or to round your grade up for no reason. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? Because it is easier for you to say and you don't have to struggle with the pronunciation of my entire surname. That said, if you insist on incorrectly referring to me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget to include your boss' full name, or a co-worker's? Take this as a real-world lesson.

Deployed Active Military Duty Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Copyright

This course may utilize copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this course and your use only. Every reasonable effort is made to credit copyright holders.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Semester Calendar

Week 1: June 25 - 29
Topics: Intro to Physical Anthropology, Evolution, Genetics
Readings: Chapters 1 - 3
Assignments: **Syllabus & GEP Quiz on WebCourses**

Week 2: July 2 – 5 (No Class Thursday July 5)
Topics: Genes & Their Evolution,
Readings: Chapter 4

Assignments: **Exam 1, Covers Chapters 1 - 4 (July 5)**

Week 3: July 9 - 13
Topics: Biology in the Present, The Other Living Primates, Primate Sociality
Readings: Chapters 5 - 7
Assignments: **Exam 2, Covers Chapters 5 - 7 (July 13)**
Video 1 Response (Due July 13)

Week 4: July 16 - 20
Topics: Fossils, Primate Origins and Evolution
Readings: Chapters 8 - 9
Assignments: **Video 2 (Due July 20)**

Week 5: July 23 - 27
Topics: Hominin Origins, Early *Homo*
Readings: Chapters 10 - 11
Assignments: **Exam 3, Covers Chapters 8 - 10 (July 25)**
3D Hominin Lab (Due July 27)

Week 6: July 30 - August 3
Topics: Modern People, Last 10,000 Years
Readings: Chapters 12 - 13
Assignments: **Exam 4, Covers Chapters 11 - 13 (August 3)**
Video 3 Response (Due August 3)

Important UCF Dates for Summer 2018

June 28, 2018 - Last Day to Drop and Request Full Refund

June 28, 2018 - Drop/Swap Deadline

June 29, 2018 - Add Deadline

July 19, 2018 - Withdrawal Deadline