ANT 2511: Human Species

Anthropology Department, College of Sciences

3.0 Hours

Instructor Information

- Instructor: Kelly Heim, PhD (pronouns: she, her, hers)
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- Office Location: HPH 311A (check in with desk attendant in 309F)
- In-Person Office Hours: Monday/Friday 10 am - 12 pm, or by appointment
- Virtual Office Hours: Wednesday 10 am - 12 pm, or by appointment

Teaching Assistant

- GTA: Megann Phillips (goes by Meg, pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Meg) or **megann.phillips@ucf.edu**
- Office Location: HPH 309 (Anthropology grad lab)
- In-Person Office Hours: Wednesday 12-2 pm, or by appointment
- Virtual Office Hours: Friday 10:30 am - 12:30 pm, or by appointment

Course Information

- Term: Spring 2020
- Course Number & Section: ANT 2511.0W61
- Course Name: Human Species
- Credit Hours: 3.0
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: Fully Online
- Course Modality: W (Fully Online)

Enrollment Requirements

Course Prerequisites: None
Course Co-requisites: None
Other Enrollment Requirements: None

Course Description

Human biological variation in an evolutionary perspective.

This course satisfies a general education program (GEP) Science Foundation requirement for many UCF degree programs. Please consult your advisor to evaluate how this course applies to your degree requirements.

Course Overview

Who are we as humans? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and the forces of evolution to set the stage for understanding human variation. In the second section of the course, we will examine our living, non-human primate relatives and a few of our earliest non-human ancestors to learn what they can tell us about being human. Finally, in the last section of the course, we will look at the evolution and emergence of modern humans.

Evolution in the Classroom

You'll notice that we spend a good deal of the semester discussing the concept of evolution and tracing our evolutionary history as human beings. Evolution is a theory, but in the scientific community, this means that a hypothesis has been supported by factual evidence time and time and time again. To put this in context, gravity was also a theory for a long time! As biological anthropologists, we will treat the theory of evolution as fact. However, evolution is a controversial topic to many, and everyone is entitled to their own opinion. Therefore, I expect that everyone participating in class will be treated with respect. Failure to respect your peers will result in a zero on the assignment in question without the opportunity to make up resulting missed work.

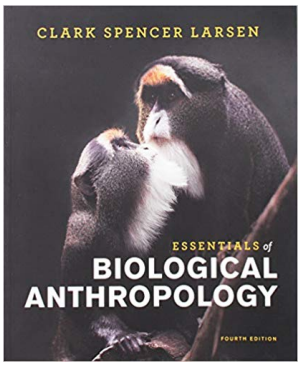
Course Objectives

After successful completion of this course, students should be able to:

- identify and explain what biological anthropologists do (objectives) and how they do it (methods).
- explain the forces of evolution (i.e., natural selection, genetic drift, gene flow, and mutation) and how these forces produced the biological differences within and between human populations.
- understand the place of humans within the Order *Primates*, and our relationship to modern living primates.
- place the major events and trends in hominoid evolution in their chronological, geographical, and environmental contexts.
- describe several different hypotheses to explain human evolution (e.g., how it started, why specific features may have developed, etc.).
- identify the fundamental elements that make us human (i.e., six milestones of human evolution).

Required Textbooks

- Essentials of Biological Anthropology, 4th edition, by Clark Spencer Larsen. 2018. W.W. Norton.



Make sure that you get the 4th edition of the Essentials textbook - your assignments, quizzes, and exams will be based on the material in the book, and information may change between editions.

Course Requirements

This course begins on January 6, 2020 and ends on April 24, 2020. This is a self-paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see Schedule below or in Getting Started Module). This is to prevent students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due. **All modules close at 11:59 pm EST on their respective due date.** I will not, under any circumstances, open a module for students because they missed the closing date. This is something that students are advised of since the beginning of the course. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. You begin the course by clicking on the “Modules” button on the main page. Each individual module, as well as the “Getting Started” module, is available from this page.

Schedule

Module	**Topic**	**Assignments**	**Reading**	**Due Dates**
Module 0	Getting Started	Getting Started Quiz	N/A	01/10/20
Module 1	What is Biological Anthropology? History of Evolutionary Theory	Speciation Activity InQuizitive Chap. 2	Larsen Chap. 1 & 2	01/17/20
Module 2	Biological Basis of Life	Punnett Square Bonus Activity InQuizitive Chap. 3 Chap. 3 Quiz	Larsen Chap. 3	01/17/20
Module 3	Population Genetics	Forces of Evolution Activity Hardy-Weinberg Assignment	Larsen Chap. 4	01/31/20
Module 4	Race and Adaptation	Skin Color Bonus Activity Types of Adaptation Activity Chap. 5 Quiz	Larsen Chap. 5 (pgs. 103-107, 115-134)	01/31/20
Exam 1 – due Monday (2/03) by 11:59 pm EST				02/03/20
Module 5	Osteology, Bone, and Teeth	Labeling Bones and Teeth Activities	N/A	02/14/20

		Bones and Teeth Quiz		
Module 6	Living Primates	Diet and Locomotion Activities Primate Auction Assignment	Larsen Chap. 6	02/14/20
Module 7	Primate Behavior	Do Primates Have Culture? Assignment InQuizitive Chap. 7	Larsen Chap. 7	02/28/20
Module 8	Fossils and Dating Primate Evolution	InQuizitive Chap. 9 Chaps. 8 and 9 Quiz	Larsen Chaps. 8 & 9	02/28/20
Exam 2 – due Monday (3/02) by 11:59 pm EST				03/02/20
Spring Break - March 9-14				
Module 9	Early Hominids	Bipedalism Activity Early Hominid Species Activity Which Hominin Came First? Assignment	Larsen Chap. 10	03/20/20
Module 10	Early *Homo*	InQuizitive Chap. 11 Chap. 11 Quiz	Larsen Chap. 11	03/20/20
Module 11	Modern Humans	InQuizitive Chap. 12 Chap. 12 Quiz	Larsen Chap. 12	04/03/20
Module 12	Farming and Consequences	Was Farming a Good Thing? Assignment	Larsen Chap. 13	04/17/20
Module 13	Evolution of Human Behavior	Did Neanderthals Have Culture? Assignment Evolution of Human Behavior Quiz	N/A	04/17/20
Exam 3 – due Friday (4/24) by 11:59 pm EST				04/24/20

Note: All dates and times are subject to change by Dr. Heim. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

Important Dates

Please consult the Academic Calendar (**http://calendar.ucf.edu**) to keep yourself informed of holidays, special events, etc.

Module Description and Requirements

Each module will cover a new topic in biological anthropology. You will have reading to do in the Larsen textbook, often accompanied by pages on WebCourses highlighting aspects of the material. In addition to reading, there will be activities in each module to reinforce the concepts you learned. Finally, there will be a quiz or a quiz-graded assignment at the end of each module. In modules where you do not have a graded quiz, there will be a voluntary practice quiz. This is partly to ensure that you are keeping up with your reading, but these quizzes will also help prepare you for the types of questions you might encounter on your exams.

Quiz Description and Requirements

You must first achieve a perfect score of “10” on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You have unlimited attempts at this quiz, allowing you the opportunity to earn the 10.

You will find access to GEP quizzes in your personal WebCourses main menu. The GEP pre- and post-tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book! The GEP pre-test will be open for you to take during the first 2 weeks of class. The post-test will be available during the last 2 weeks of class. Again, the scores you earn on the GEP pre-test and post-test are **NOT** included in your total points.

Quizzes will be timed, and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz – there is no second chance!** Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a “0” for the quiz.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded, please email me and I will manually grade it.

Exam Description and Requirements

This semester is roughly divided into three parts: genetics and human variation; living non-human primates and primate evolution; and human evolution and applied biological anthropology. Therefore, you will take three (3) exams over the course of the semester, each covering one section of the course. These exams are **NOT** cumulative. However, they will build upon and draw from concepts learned earlier in the course. Exams will typically consist of multiple choice, fill-in-the-blank, true/false, matching, and short answer questions.

Grading

Your final grade will be based on the following activities and weights:

Assignment Group	Percentage of Grade
Activities and Assignments	45%
Module Quizzes	15%
Exams	40%
Total	100%

How do I calculate my weighted grade? Well, WebCourses does it for you. However, if you would like to understand how it works, here's an example. In this class, we have three assignments groups (A, B, and C), weighted at 45%, 15%, and 40%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in group A, 86% in group B, and 94% in group C, the final score would be calculated as (.75 x .45) + (.86 x .15) + (.94 x .40) = .8425, or 84%.

The +/- system will be used in this course. These percentages correspond to the following letter grades:

Letter Grade	Percentages
A	92.5 – 100%
A-	90 – 92.4%
B+	87.5 – 89.9%
B	82.5 – 87.4%
B-	80 – 82.4%
C+	77.5 – 79.9%
C	72.5 – 77.4%
C-	70 – 72.4%
D+	67.5– 69.9%
D	62.5 – 67.5%
D-	60 – 62.4%
F	59.9% and below

Under no exceptions will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course – do not wait until the last minute to complete assignments. In addition, I will not curve anyone's final grade, nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask!

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know that you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit, and be sure to bring up any questions to me immediately!

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course please complete the "Getting Started" quiz as soon as possible after adding the course, but by no later than **January 10 at 11:59 pm EST**. Failure to do so will result in a delay in the disbursement of your financial aid.

Course Policies

Make-ups/Excuses

There are **NO** make-ups in this course. Since each set of modules closes approximately every two to three weeks, you are provided plenty of time to complete all assignments, quizzes, and/or exams within the modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences **MUST** be provided within one week after the module closing in order for a make-up to be allowed. ***A broken computer is **NOT** a valid excuse. Additionally, a written email or note from a parent, friend, or employer does **NOT** count as a valid excuse.

***If an error occurs while taking a quiz, or while attempting to upload a document, you **MUST** take a screenshot of your computer desktop which shows the error. **IMPORTANT:** your screenshot must include proof of time/date. Without the date and time, there is no way to prove that your issue occurred prior to the deadline. **Screenshot directions** .

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online, etc. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are **NOT**permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me, and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

Email Appropriateness

Please address emails in a formal manner. Emails are the only correspondence I have with you; therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5 pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution. (Unless there is a mass issue that affects every student in the class – if this is the case, I will produce a solution.)

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-ups or retakes to be permitted. Without proof, no retakes will be permitted.

Policy Statements

Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct** . According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult **The Center for Academic Integrity** .

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices** ".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule.** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade** .

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (Ferrell Commons 185, **sas@ucf.edu**, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

*** If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times.

***Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time to 11:59 pm.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at **http://emergency.ucf.edu/emergency_guide.html** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **http://www.ehs.ucf.edu/workplacesafety.html** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter

Deployed Active Duty Military 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.

Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, 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 online classroom environment and your use only. All copyright materials are credited to the copyright holder.

According to the Academic Misconduct section of the UCF Golden Rule, section C states: “Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor is a violation of this rule.” Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

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.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services** . Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services** . Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines** for more information about your access to non-academic services.

Final Comments

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. I hope you enjoy the class!

***The professor reserves the right to change this syllabus at any time. It is the student's responsibility to review the syllabus for updates.