ANT 2511: The Human Species
Section 0003 | Spring 2020
TuTh 3:00pm-4:15pm | VAB 132

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Office Hours: TuTh 1:30pm-2:30pm
Phone: 407-823-6503
Email: Use WebCourses
Office hours are not held on days class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Erin Martin
Office: Main Campus, Phillips Hall, 311
Email: Use WebCourses Email
Office Hours: TBD

Catalog Description

Human biological variation in an evolutionary perspective. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

Larson, Clark Spencer. *Essentials of Physical Anthropology*. 4th Edition.
1 pack of 3x5 inch ruled note cards for in-class activities.

Course Description

This course introduces students to biological anthropology, one of the four traditional branches of anthropology. Biological anthropology utilizes many lines of evidence to holistically understand human evolution, primates, and the ancestors of these groups. The course is divided into two broad sections. The first explores biological 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 and environmental change.

Student Learning Objectives

Upon successful completion of this course, each student will understand:

- how to think scientifically,
- the basics of evolutionary theory,
- how humans are related to primates and what this means,
- human and primate evolution,
- why humans are biocultural organisms,
- the complexities of modern biological human variation as it relates to cultural and scientific principles.

UCF Integrative General Education Goals

This course fulfills requirements related to General Education courses at the University of Central Florida. This course contains material related to common human themes related to cultural and historical knowledge, regarding the application of scientific knowledge, and support well-informed citizens who can relate science to significant social problems and other related disciplines. Assignments include transparent statements connecting work to these goals.

Grading

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor's note).

Your grades will come from:

Four Exams	240 possible points
Two Film Responses	20 possible points
Three Lab Activities	30 possible points
Six In-Class Exercises	30 possible points

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. *Each exam is worth 60 points.* Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours (all times are EST). Questions are drawn from lectures and readings. There is NO cumulative final exam. We will not hold class on the

days exams take place, allowing students to use class time to complete each exam.
[Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.
[Total Points: 20]

Three In-Class Lab Activities: The lab activities include: (1) Hardy-Weinburg Equilibrium Lab examines how gene frequencies change from generation to generation; (2) Arboreal Quadruped Lab splits students into groups as they follow one of UCF's many arboreal quadrupeds around campus; and (3) 3D Hominins Lab allows students to examine a series of 3D models depicting 6 million years of human evolution. Students will either use a sheet of college-ruled paper or be provided with handouts for all labs. Labs are turned in during class.
[Total Points: 30]

Six In-Class Exercises: A series of short in-class assignments will allow students to engage with one another and the instructor on a wide variety of topics. In-class exercises will be turned in during class on a single 3 x 5 inch ruled notecard, with the name and NID of each student clearly written above the upper line.
[Total Points: 30]

Total Possible Points: 320

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, 90/100 = .9 x 100 = 90%. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NO assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9
B+ = 87-89.9 B = 84-86.9 B- = 80-83.9
C+ = 77-79.9 C = 74-76.9
D+ = 67-69.9 D = 64-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although research suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class. Cell phone use is not allowed during class. Students who do so will be asked to leave, especially if they disturb the classroom environment.

Attendance and Make-Up Policies

I do not take attendance in this class. Students are expected to arrive prepared and on time. Classroom participation will assess student knowledge and may occur at any point. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Late In-Class Exercise & Lab Policy

In-class exercises and labs cannot be made up as they occur during class time. Students who fail to participate will be allowed to turn in a 2-page essay discussing the assignment's topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your

version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait 24 hours before contacting the instructor and/or TAs about grades*. This includes answers to specific questions. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. It also allows the instructor and TAs to address issues as they arise (accidents, WebCourses problems. etc.). DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade. It is each student's responsibility to keep track of their grade throughout the semester.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please privately reach out to me. Courses are better off with engagement, even large ones. My own views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

Course Schedule

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

Week 1: Jan 6 – Jan 10
Topic: Course Introduction & What is Physical Anthropology?
Readings: Chapter 1
Assignments: Syllabus Quiz, GEP Quiz

Week 2: Jan 13 – Jan 17
Topic: Evolution
Readings: Chapter 2
Assignments: In-Class Exercise 1 – Evolution is a Fact and a Theory

Week 3: Jan 20 – Jan 24 (No Class Monday)
Topic: Genetics
Readings: Chapter 3
Assignments: In-Class Exercise 2 – Punnett Square

Week 4: Jan 27 – Jan 31 (No Class Thursday for Exam 1)
Topic: Genes and Their Evolution
Readings: Chapter 4
Assignments: Lab 1 – Hardy-Weinberg Equilibrium Lab

Exam 1: Covers Chapters 1-4. Available 12:00am to 11:59pm Jan. 30.

Week 5: Feb 3 – Feb 7
Topic: Biology in the Present
Readings: Chapter 5
Assignments: Video 1 Response – *State of Eugenics*

Week 6: Feb 10 – Feb 14
Topic: The Other Living Primates
Readings: Chapter 6
Assignments: In-Class Exercise 3 – Defining Primate Characteristics

Week 7: Feb 17 – Feb 21
Topic: Primate Sociality
Readings: Chapter 7
Assignments: Lab 2 – Arboreal Quadruped Lab (Tuesday)

Week 8: Feb 24 – Feb 28 (No Class Thursday for Exam 2)
Topic: Primate Sociality
Readings: Chapter 7

Exam 2: Covers Chapters 5-7. Available 12:00am to 11:59pm Feb. 27.

Week 9: Oct. 21 – 25
Topic: Fossils
Readings: Chapter 8

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20
Topic: Primate Origins and Evolution
Readings: Chapter 9
Assignments: In-Class Exercise 4 – Why Are There Still Monkeys?

Week 11: Mar 23 – Mar 27 (No Class Thursday for Exam 3)
Topic: Early Hominin Origins
Readings: Chapter 10

Exam 3: Covers Chapters 8-10. Available 12:00am to 11:59pm Mar. 26.

Week 12: Mar 30 – Apr 3
Topic: Origins and Evolution of Early Homo
Readings: Chapter 11
Assignments: Lab 3 – 3D Hominins Lab

Week 13: Apr 6 – Apr 10
Topic: Origins, Evolution, and Dispersal of Modern Peoples

Readings: Chapter 12
Assignments: In-Class Exercise 5 – What Is This Artifact?

Week 14: Apr 13 – Apr 17
Topic: Our Last 10,000 Years
Readings: Chapter 13
Assignment: Video 2 Response – Dawn of Humanity & In-Class Exercise 6 – The Future of Us

Week 15: Apr 20 (No Class – Classes End on Monday)

Exam 4 Covers Chapters 11-13. Available 12:00am Apr 22 to 11:59pm Apr. 23.

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund
January 9, 2020 - Drop/Swap Deadline
January 10, 2020 - Add Deadline
March 20, 2020 - Withdrawal Deadline

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.

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.

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.

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

I 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 do not apply to everyone. 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.

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 may contain 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 online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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.