

Human Biology/Anthropology 200g
THE HUMAN ANIMAL

Lecture schedule

Readings
(S=Stanford text; AE=Annual Editions)

Week 1

M Aug 24: Introduction and perspective
W Aug 26: Science and creationism
No labs this week

S 1,2

Week 2

M Aug 31: History of evolutionary thought; genetics
W Sep 3: Forces of Evolution
Lab: Introductions: Science and creationism

S 3-4; AE 1.2, 1.5

Week 3

M Sep 7: Labor Day – No Class
W Sep 10: What is a species?
Lab: Review evolutionary principles and readings

S 5
AE 2.1

Week 4

M Sep 14: More evolutionary theory
W Sep 16: Primate classification; what is a primate?
Lab: Video: primate adaptations

S7
AE 2.3, 2.4

Week 5

M Sep 21: Strepsirhines and monkeys
W Sep 23: The Apes
Lab: Discuss *Through a Window*/Exam Review

S 8
Through a Window

Week 6

M Sep 28: **Midterm 1**
W Sep 30: Chimpanzee behavior
Lab: Exam review & Osteology

Planet Without Apes

Week 7

M Oct 5: Primate Conservation
W Oct 7: Primate Evolution
Lab: Osteology & *Planet Without Apes*

S 9
AE 2.2, 3.1

Week 8

M Oct 12: The Ape-Human Transition

S 9,10

W Oct 14: Bipedalism

AE 4.1

Lab: Exam Review

Week 9

M Oct 19: open

S 11,12

W Oct 21: **MIDTERM 2**

Lab: Exam review

Week 10

M Oct 26: Australopithecines/early *Homo*

S 13,14, 15

W Oct 28: *Homo erectus*; Brain evolution

Lab: Review fossils

Week 11

M Nov 2: Origins of modern *Homo sapiens*

AE 4.3, 4.6

W Nov 4: Hunter-gatherers; Are we still evolving?

Lab: Discuss readings

Week 12

M Nov 9: Biomedical anthropology

S 6; AE 5.1, 7.1, 7.4

W Nov 11: Darwinian Medicine

Lab: Discuss readings

Week 13

M Nov 16: Evolution of Human Behavior

AE 6.1, 6.2

W Nov 18: What is Race?

Lab: Discuss readings

Week 14

M Nov 23: Culture and Biology

AE 5.4, 7.3

W Nov 25: Thanksgiving, no class

Lab: Exam Review

Week 15

M Nov 30: Good Science and Bad Science

W Dec 2: **MIDTERM 3**

HUMAN BIOLOGY/ANTHROPOLOGY 200g

THE HUMAN ANIMAL

Course Content: This is a course introducing the student to an evolutionary and biological view of the human species. We begin by surveying the history of evolutionary thought and examining the structure of evolutionary theory. We then survey the Primate order, followed by an examination of the fossil evidence for human evolution. We conclude with a consideration of how evolution may influence the modern human species. Theoretical questions confronting the field in the 21st century are discussed, to familiarize you with the major issues. We will give particular emphasis to evolutionary explanations for the origins of modern humans, to ecological influences on behavior, and to evolutionary implications for the origins of human behavior. The class meets on Mondays and Wednesdays from 2-3:20 in SGM 123.

Office hours: I hold office hours on Mondays and Wednesdays from 1-2 (or by appointment) in the Jane Goodall Center, Hancock (AHF) B10. Enter Hancock by the front door, cross the lobby and walk down the corridor to the right. Take the first stairwell to the basement. E-mail is always the best way to reach me: stanford@usc.edu; I usually respond within a few hours. Please do not contact the TAs or me via facebook.

I also post information and random evolutionary thoughts on [twitter@craigstanford7](https://twitter.com/craigstanford7). Course grades, syllabus, announcements and handouts will be posted on Blackboard.

Required Readings:

1. *Exploring Biological Anthropology* (Third Edition, ISBN 9780205907335 - do not buy the first or second edition) by Stanford, Allen and Antón. This text should be used as your source of information to supplement the material presented in class.
2. *Through a Window* (ISBN 9780547336954, other editions available too), many used copies available online, by Jane Goodall
3. *Planet Without Apes*, by Craig Stanford (Harvard U. Press, 2012), easily available online, paperback or hardcover.
4. In addition to these books, I have assigned a collection of readings in human evolution, *Annual Editions in Physical Anthropology*, **24th Edition** (ISBN 9781259184307), do not buy other editions), to be read and discussed with your TA's.

Lectures: Lecture powerpoints are not posted on Blackboard. If you miss a class or need to see the lecture material again, please do not ask Professor Stanford or a TA; you will need to obtain notes from a classmate.

Labs: Your regular attendance in TA-taught labs is required, and will help to decide final grades. It is very difficult to get an "A" grade in this course without going to lab every week and participating. The TA's will discuss the readings, review course material, do hands-on learning projects, hold exam reviews, and show videos to supplement the course material. Your lab grade will be assigned on a 10 point scale, 0-10.

Grading: Grading will be done on a total points accumulated basis as follows:

Midterm 1 = 30 %

Midterm 2 = 30 %

Midterm 3 = 30 %

TA lab assignments and attendance = 10 %

Attendance will be taken in lecture on random dates, and your lecture attendance can affect decisions for borderline grades. Progressive improvement on exams during the semester will also be taken into account.

JEP: I encourage you to participate in the Joint Education Program. JEP provides an opportunity for you to go into a public school in the community and teach about human evolution, primate behavior, and the creation-science debate while earning class credit. Your JEP grade (assigned by the JEP coordinator and classroom teacher) will be counted as a 4th midterm grade – JEP students will have 400 exam points instead of 300, with the JEP score converted to the curve of exam grade range. It is then averaged in and worth 100 potential points. You will hear more about JEP early in the semester.

Examinations: All regularly scheduled exams will be a combination of objective and essay questions. Make-up exams will be given only if you have a written, official university excuse, health or activity-related. Be aware that the campus Health Center does not dispense medical excuses automatically. No early exams will be given. Students who are officially excused from scheduled exams will take a make-up administered no more than one week after the class exam date. This makeup will cover the same material, but in a different format - usually long essay - than the in-class exam.

Note about exams: Letter grades are not assigned on midterms but the mean score and standard distribution will be announced and posted on Blackboard. Your final course grade is based on a normal distribution curve of the cumulative

exam point total, with emphasis given to class participation and exam grade improvement during the semester. Because of the curve, students will occasionally receive a final grade that is either slightly higher or lower than any of their 3 exam grades alone predict.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu/> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.