

USCDornsife

**HBIO 200 – The Human Animal**  
**4 Units**  
**Spring 2020 – T,Th – 2:00 PM - 3:20 pm**

**Location:** SGM 124

**Instructor: Dr. Caitlin O'Connell**

**Office:** AHF (Hancock), Jane Goodall Center, B10-E

**Office Hours:** Thursday 3:30-4:30 or by appointment

**Contact Info:** [acon233@usc.edu](mailto:acon233@usc.edu)

\*Enter Hancock, walk down the corridor to the right. Take the stairwell (second set of stairs just past the elevator) to the basement and turn left where you will see the Jane Goodall Center. My office is the last door in the corridor.

**Teaching Assistants:** Katie Beachem and Koray Yilmaz

**Contact Info:** [beachem@usc.edu](mailto:beachem@usc.edu), [korayyil@usc.edu](mailto:korayyil@usc.edu)

## Course Description

During this course, we will focus on gaining an understanding of the place of humans in the natural world. You will be introduced to an evolutionary and biological view of the human species. We will examine topics including the forces of evolution, genetics, human variation, primate diversity and socioecology, hominin evolution, and the features (both morphological and behavioral) that make humans unique. By the end of the course you will have a better understanding of the factors that have shaped humans into what we are today. Theoretical questions confronting the field currently are discussed, to familiarize you with the major issues researchers are concerned with.

## Learning Objectives

- Establish an understanding of the scientific method
- Establish a core knowledge base in human evolution including approaches in evolutionary biology, biological anthropology, primate behavioral ecology, population genetics, and modern human variation and adaptation
- Identify, locate, and describe major bones of the skull, trunk, and limbs
- Describe how natural selection operates on genes and individuals, and provide examples of natural selection in primates, extinct hominins, and modern humans
- Analyze skeletal remains to consider evolutionarily significant differences across mammals, primates, and the hominin lineage
- Describe the major evolutionary trends seen through the human lineage and evaluate the evidence for the main hypotheses that attempt to explain these trends
- Discuss race as a biologically meaningless concept that has very real cultural implications. Discuss the problems associated with considering biological sex as binary

## Course Notes

**JEP and EXTRA CREDIT:** You are encouraged 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 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. Three other extra credit opportunities are offered, and details can be obtained from your TA.

**LECTURES:** Partial PowerPoint slides (in pdf format) are posted on Blackboard and will be posted *before* class. If you miss a class, **do not** ask Dr. O'Connell or a TA for notes; you should seek a classmate to obtain further notes.

**LABS:** Attendance in labs is required and necessary to be successful in the course. The TA's will discuss the readings, review course material, lead hands-on learning experiences, hold exam reviews, and show videos to supplement the course material. You will have a separate lab syllabus that you should consult regularly to be prepared for your lab section each week. There are no make-up labs!

**EXAMINATIONS:** 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 that is health or activity-related. Unexcused missed exams receive a score of 0. 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 make-up exam will cover the same material, but in a different format (usually more essay-based) than the in-class exam.

## Required Readings and Supplementary Materials

1. *Biological Anthropology: The Natural History of Humankind*, by Stanford, Allen and Antón (Fourth Edition).
2. *Annual Editions in Physical Anthropology*, **28th Edition** (do not buy other editions)
3. *Through a Window*, by Jane Goodall (1991), many used copies available online.

\*One copy of each of the three texts will be on reserve at Leavey Library.

## Grading Breakdown

Grading for the course is based on total points accumulated. The components of your grade are as follows:

25% = Exam 1

25% = Exam 2

25% = Exam 3

25% = Lab (assignments, attendance, participation)

**Course grades, syllabus, announcements and handouts will be posted on Blackboard.**

## Additional Policies

**ACADEMIC ACCOMMODATIONS:** A letter of verification for approved accommodations can be obtained from DSP. Deliver this letter to Dr. O'Connell as early in the semester as possible. DSP: Student Union (STU) 301 - 8:30-5:00pm Monday – Friday, (213) 740-0776

**COMMUNICATION ETIQUETTE:** Please use your university account for all correspondence. Emails from other accounts (e.g. @gmail.com) may not be replied to. Use a clear subject line that includes the course name/section and the topic of the email such as "HBIO200 Question about journal article." Show that you have tried 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 in the signature of your email. **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.

## Course Schedule: A Weekly Breakdown

\*Subject to modification

NOTE - follow your individual section syllabus provided by your TA for Lab schedule and *Annual Edition* readings.

Week #	Lecture # and Date	Lecture Topic	Reading from Stanford et al.	Lab Component
1	1. Jan 14	Intro to Course and Biological Anthropology	Introduction	NO LABS
	2. Jan 16	History of Evolutionary Thought	Ch.1	
2	3. Jan 21	Genetics and evolution	Ch. 2, 3	Evolution video and Readings
	4. Jan 23	Forces of Evolution and Speciation	Ch. 4	
3	5. Jan 28	Adaptation and Systematics	Ch. 5	Evolution lab and Readings
	6. Jan 30	Human variation	Ch. 5	
4	7. Feb 4	What is a primate?	Ch. 6	Skeletal Biology
	8. Feb 6	Lemurs, lorises, galagos	Ch. 6, 7	
5	9. Feb 11	<b>Exam 1</b>		NO LABS
	10. Feb 13	Monkeys	Ch. 6, 7	
6	11. Feb 18	Apes	Ch. 6, 7	Primate osteology
	12. Feb 20	Primate ecology and behavior	Ch. 7	
7	13. Feb 25	Primate ecology and behavior	Ch. 7	Primate video and Readings
	14. Feb 27	Primate Conservation		
8	15. Mar 3	Primate fossils	Ch. 8	Locomotion and ape lab
	16. Mar 5	Primate locomotion	Ch. 9	
9	17. Mar 10	Early human ancestors - candidates	Ch. 10	<i>Through a Window</i>
	18. Mar 12	<b>Exam 2</b>		
10	19. Mar 17	<b>Spring Break</b>		
	20. Mar 19			
11	21. Mar 24	Early Homo	Ch. 11	Becoming Human Video and Readings
	22. Mar 26	Later Homo	Ch. 11	
12	23. Mar 31	Homo sapiens and Neandertals	Ch. 12	Hominins I and Reading

	24. Apr 2	Models of human origins - the latest advances	Ch. 13	
13	25. Apr 7	Cognition and language	Ch. 14	Hominins II and Readings
	26. Apr 9	Evolutionary Medicine	Ch. 15	
14	27. Apr 14	Human behavior	Ch. 16	Identity and Diversity Readings and Podcast
	28. Apr 16	<b>NO CLASS - AAPA</b>		
15	29. Apr 21	Human behavior	Ch. 16	Human Bio & Forensics
	30. Apr 23	Forensic Anthropology	Ch. 17	
	31. Apr 28	Final lecture: What does this all mean?	Unit 7 in <i>Annual Editions</i>	NO LABS
	Apr 30	<b>Exam 3 in class</b>		
	<b>Thurs May 7<sup>th</sup> 2 PM</b>	Take-home portion of final exam due		

### 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 Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

#### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press “0” after hours – 24/7 on call  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to

gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*  
[dsp.usc.edu](http://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*  
[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.