ASM 104: Bones, Stones & Human Evolution
Section 29816
TTH 1:30-3:45 PM
Location: SB 185

INSTRUCTOR INFORMATION:
Dr. Lisa Marsio (AKA “DR. M.”)
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Office hours:
   Monday by appointment
   Tuesday/Thursday 7:30 – 8:30 am
   Wednesday: 10:30 – 11:30 am
   Friday by appointment

COURSE DESCRIPTION:

This course is an introduction to the topic of Biological Anthropology. Biological Anthropology addresses a diverse range of topics united by their focus on the biology of the order Primates. Topics of interest to biological anthropologists include the origin and evolutionary history of both humans and non-human primates, as well as the physical and behavioral differences among and between primate groups. The specific goal of this course is to familiarize students with each of these topics. A more general aim is to place humans within the context of the natural world, considering the factors that unite us with other members of the animal kingdom, as well as factors that may make us unique. The unifying framework for understanding these diverse issues is evolutionary theory.

COURSE COMPETENCIES:

1. Evaluate contrasting scientific viewpoints regarding the process of evolution
2. Explain the basic terms and processes of Mendelian genetics
3. Describe the structure of DNA and the process of mutation
4. Identify and define the forces of evolution
5. Describe one human physiologic variation as an adaptation to environmental factors
6. Distinguish between the major biological categories of living primates and describe the anatomical differences between those categories
7. Relate aspects of primate social behavior to group cohesion and/or environmental factors
8. Identify major trends in early primate evolution
9. Compare and contrast various early hominid fossils and sites
10. Describe the skeletal characteristics and the culture of later hominids
11. Evaluate different theories regarding the origins of anatomically modern humans
12. HAVE FUN!
HIGHLY RECOMMENDED TEXTBOOK: If you have good attendance and take good notes, you can be successful without the textbook. However, if you try and participate in a lab in which you have neither a textbook nor notes, you will not receive assistance. The textbook is: Jurmain, R. (2011) *Introduction to Physical Anthropology* 13th Edition (ISBN #9781111297930).

EMAILING INSTRUCTOR/STUDENT: Please email me ONLY through Canvas. If you email me through a personal account, our system sometimes thinks it is junk mail (especially if your email is something like PartiGrrl18) and I will not get it. Conversely, I will ONLY email you through Canvas. It is your responsibility to check that email regularly or have it forwarded somewhere you do access frequently. If you do not email me through Canvas, I will not respond to your emails.

ATTENDANCE POLICY: The best way to know what material is covered in class is to attend class. Three absences will be allowed without penalty (coming in late, leaving early, missing class entirely). This class is scheduled to end at 3:45 pm. There are days that we will not stay the entire time but you must reserve this in your schedule. Leaving early because you have work at 3:30 will result in a recorded absence. I reserve the right to withdraw students who have exceeded the allowable absences. Please make every effort to be ready to pay attention when class starts- coming in late is distracting for everyone. Should you come in late or leave during class, please do so quietly (no slamming of doors, etc.). Please do not just disappear from the course, if you appear on my final roster, you will receive an “F” which can only be replaced by retaking the course.

PHONES, COMPUTER & AUDIO TAPING POLICY: Unless you have a documented disability or permission from the instructor, NO COMPUTERS are allowed in class. Should permission be granted, computers will be used ONLY for taking notes. If you are found in violation of this permission (playing games, surfing the internet, etc), your privilege will be revoked. Taping of lectures is NOT allowed. Computers and phones are NOT ALLOWED in class (includes lecture, open note quizzes or lab time).

LABS: This course contains a lab component. Each week a portion of class time will be devoted to a lab activity. The lab is a way to reinforce some of the material from lecture and can also be a source of new material. Due to the extensive set-up/break-down requirements, lab portions that are completed in class cannot be made up. Others will be marked down 5 points for each day submitted late. A failing grade on two labs will result in a failure of the course. NOTE: one lab takes place off campus on a Saturday at the Phoenix Zoo.

GRADES: will be assigned on the basis of four (4) exams, six (6) in-class open note quizzes and twelve (12) labs. The open note quizzes will be administered randomly at the beginning of class with no prior notification. If you are late to class, you will miss the quiz. Only the last exam is cumulative, except concerning material that is relevant throughout the course. Each exam is worth 150 points, each quiz is worth 25 points and each lab is worth 50 points (with the exception of the 75 point zoo lab and one 25 point take-home lab). Because this is a science lab class, you must have at least a 60% in both the lab and exam portions in order to be awarded a grade other than “F”. Scoring below a 60% in either the lab portion or exam portion will result in an “F” for the course. Note: five exams will be administered over the semester but your lowest score will be dropped. The fifth exam is cumulative and will be administered during finals week. If you are happy with your cumulative grades on exams #1-4, you do not need to take exam #5 and can start summer break early (yay!!). Conversely, if you scored poorly and would like to increase your grade or you were absent for one of the first four exams, you can take exam #5.
CHEATING: DO I REALLY HAVE TO GO OVER THIS? Any indication of cheating on assignments or labs will result in an immediate “zero” on the assignment. Cheating on the exam will result in an immediate “F” in the course. The student may be subjected to further disciplinary which may include a nice visit with our dean of student services and more free time on Tuesday/Thursday afternoon than expected (i.e., dropped from the class).

EXAM PREP: One week prior to each exam, a study guide will be posted in canvas. I will also post the lectures in Canvas for your review. In addition, time permitting, an exam review in the form of a jeopardy game will be administered prior to the first four exams. Students will have the opportunity to earn up to 5 points of extra credit during these games. The success of this review relies on student participation. If there is a significant lack of participation, reviews may be cancelled and new material substituted in place (BOO!).

DISABILITIES: I will make any reasonable accommodations for limitations due to disabilities, including learning disabilities with the proper paperwork. If you have a documented disability and require specific accommodations, please contact the Disability Resources and Services Office located in SC 125. They will assist you in completing the required documentation. Documentation must be provided in a timely manner and is not retroactive.

EXTRA CREDIT/SPECIAL PRIVILEGES/EXCEPTIONS: No exceptions to class policy will be given on an individual basis. Any extra credit opportunities will be offered to the class as a whole. Extra credit is designed to help boost a borderline grade; not to replace missed assignments. Please do not ask for individual consideration.

DISRUPTIVE BEHAVIOR: “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member’s appropriate classroom rules or instructions, or interferes with the normal operations of the college. This is a NO B$LLSH$T ZONE!

Examples of disruptive behavior in the classroom include, but are not limited to:

- Making loud and distracting noises
- Monopolizing classroom discussions or talking when the instructor or others are speaking
- Using cell phones, pagers, iPads, or any other personal electronic device
- Inappropriate or inordinate demands for time and attention
- Exhibiting erratic, irrational behavior
- Persisting in speaking without being recognized
- Behavior that distracts the class from the subject matter or discussion
- Refusal to comply with faculty direction
- Repeatedly leaving and entering the classroom during class without authorization
- Making hostile remarks to or about other students in the class, other groups of people or the instructor (Examples: “I hate this class.” “Shut up!”)
- Targeting individuals with disparaging comments due to membership in a particular group
Class policies and possible penalties for exhibiting disruptive behavior:
- Be on time to class, do not leave during class and stay until instructor releases class.
- Don’t do any of the stuff listed above
- Conduct yourself with courtesy: be respectful of your instructor, fellow students and surroundings.
- Don’t use your computer in class unless I give you written permission
- Don’t record lectures unless I give you written permission
- Adjustments/Penalties include, but are not limited to, the following:
  - 10 Point penalty for text messaging, surfing the web, etc.
  - Student asked to move seat in classroom or asked to leave class
  - Student loses points on assignment
  - Student referred for disciplinary action

HOW TO BE SUCCESSFUL IN CLASS:

✓ Attend every class on time and stay the entire period.
✓ Regularly check your email and Canvas for communication/announcements
✓ ALWAYS bring your notes and labs (and textbook if you have it). I suggest putting everything in a three ring binder.
✓ Be able to answer “yes” to the following statement: I have completed at least 10 of the 12 labs and have a cumulative lab grade of at least 60%. If not, you will fail the class.
✓ Be able to answer “yes” to the following statement: I have a cumulative exam score of at least 60%. If not, you will fail the class.
✓ Be able to answer “yes” to the following statement: I have three or less absences. If not, you may be withdrawn.

STUDENT ASSISTANCE: I am here to help you succeed. I will put as much effort into you as you put into this class. Your grade will be most reflective of your attitude, not your aptitude. I am always happy to review student notes and help prep for the exams. Please feel free to come to my office hours or email me with questions. If the hours do not work for you, we can arrange another time.

STUDENT RESPONSIBILITIES: Please be advised that your continued enrollment and participation in this class implies that you have read and accepted the terms and conditions of this syllabus. Also please be advised that you are responsible for being aware of and in compliance with the college policies included in the college catalog and the student handbook.
COURSE SCHEDULE: Please note that this schedule is tentative & may be modified to accommodate the pace of this class.

Week 1:
- **Lecture:** Class introduction; Evolution Survey; Natural Selection of Opposable Thumb
- **Lecture:** Introduction to Biological Anthropology & History of Evolutionary Theory (Chapters 1-2)

Week 2:
- **Lecture:** Biological Basis of Life (Chapter 3)
- **Lab #1:** Scientific Theory & Natural Selection (due in class 1/29)

Week 3:
- **Lecture:** Biological Basis of Life (Chapter 4)
- **Lab #2:** DNA, Protein Synthesis & Cell Replication (due in class 2/5)

Week 4:
- **Lecture:** Osteology
- **Lab #3:** Genetics & Evolutionary Mechanisms (due in class 2/10)

Week 5:
- **Lecture:** Evolutionary Classification (Chapter 5: pp. 111-119); Exam Review (time permitting)
- **Lab #4:** Osteology (due in class 2/17)

Week 6:
- **Lecture:** The Other Living Primates (Chapters 6-7)
- **Lab #5:** Systematics (due beginning of class 2/26)
- **Exam #1:** Tuesday, February 24th

Week 7:
- **Lab #6:** Primate Observation - Phoenix Zoo, Saturday, March 7th – (due beginning of class 3/10)
- **Lab #7:** Primate Classification & Adaptation (due in class 3/5)
- **Lecture:** The Other Living Primates (Chapters 6-7)

Week 8:
- **Lecture:** TBA; Exam Review (time permitting)

Week 9:
- **SPRING BREAK**

Week 10:
- **Lecture:** Fossils & Paleoanthropology (Pp. 126-132; 283-299)
- **Lab #8:** Geography, Geology & Taphonomy (due in class 3/26)
- **Exam #2:** Tuesday, March 24th

Week 11:
- **Lecture:** Early Hominids, Australopithecines & Paranthropines (Pp. 304-308; 311-333)
- **Lab #9:** Bipedalism (due in class 4/7)
- **Lab #10:** Early Hominids (due in class 4/9)
- **Lecture:** Homo habilis (Pp. 333-339); Exam review (time permitting)

Week 13:
- **Lecture:** Homo Erectus & Archaic Humans (Chapter 12; Chapter 13: pp. 367-378)
- **Exam #3:** Thursday, April 16th

Week 14:
- Neanderthals and Homo sapiens (origins and dispersal) (Chapter 13: pp. 378-401; Chapter 14)
- **Lab #11:** Late Hominids (due in class 4/28)

Week 15:
- **Lecture:** Modern Human Variation (Chapter 15: pp. 433-445; 452-457; Chapter 16); current discoveries
- **Lab #11:** Late Hominids (finish)

Week 16:
- **Lecture:** Exam Review (time permitting)
- **Lab #12:** Scientific Survey (due in class 5/5)
- **Exam #4:** Thursday, May 7th

Finals Week:
- **Lab Make-up and Exam #5:** Tuesday, May 12th (1:30 pm)