ANTHROPOLOGY 101:
INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
FALL 2012
WEB

Professor: Dr. Peter J. Fashing  E-mail: pfashing@fullerton.edu
Office: Langsdorf Hall 326      Phone: 657-278-3977
Website: http://anthro.fullerton.edu/pfashing/
Office Hours: Mon 6-7PM (office), Wed 6-8PM (online) & by appointment

COURSE MECHANICS

(1) Course Description
Prerequisites: None. This course examines humans as biological organisms from an evolutionary perspective. It introduces important concepts, methods, findings and issues in the study of the Order Primates, including the relationships among fossil monkeys, apes and humans and the significance of genetic diversity in modern human populations.

(2) Course Objectives
In this course, students will be introduced to the exciting and multi-faceted field of biological anthropology – the study of human evolutionary history, adaptation, and variation. Students will learn the principles of evolutionary theory and how they have been applied to improve our understanding of the human condition. Students will also be exposed to the principles of evolutionary genetics, and learn how molecular genetics plays a fundamental role in the evolutionary processes that act on humans. Students will be introduced to our closest living relatives, the nonhuman primates, and learn what insights into the human condition have been obtained from studying these animals. Students will be exposed to the primate fossil record which spans more than 50 million years and has given rise to modern humans and the other living primates, as well as many extinct lineages. Finally, students will be introduced to the bewildering variation that exists both within and between modern human populations.

(3) Student Learning Goals
Students completing this course will achieve a fuller understanding of (a) how to think scientifically, (b) how evolution works, (c) humans as primates, (d) human evolutionary history, and (e) human variation.

(4) General Education Requirement
This course fulfills the requirements of General Education courses belonging to category III.A.3 at CSU Fullerton (Implications and Explorations in Mathematics and Natural Sciences). This course contains substantial scientific and mathematical content and requires completion of appropriate courses in Categories III. A. 1 and 2 as prerequisites to enrollment. A grade of “D” (1.0) or better in this course is required to meet this general education requirement. Below, five goals of General Education courses in category III.A.3 are listed in italic type, and are followed by standard type explaining how this Introduction to Biological Anthropology course will meet these goals:

- “To understand broad unifying themes in mathematics and/or science from cross-disciplinary perspectives“ - This course applies principles from evolutionary theory (the primary unifying theme in the biological and anthropological sciences) to the study of human evolutionary history, adaptation, and variation.
• “To solve complex problems that require mathematical and/or scientific reasoning” - Students will be required to develop the critical thinking skills necessary to achieving informed opinions on key concepts in human evolution. In particular, students will be introduced to the combination of hypothesis testing and experimentation that comprise the scientific method.

• “To relate mathematics and/or science to significant social problems or to other related disciplines” - Students will learn about how controversial areas of inquiry in biological anthropology have been used in the past to justify racism and even genocide.

• “To understand the dynamic and evolving nature of the sciences” - This course provides students with an up-to-date overview of the field of human evolution, covering many recent studies that have benefited from newly developed technologies including the recovery and sequencing of ancient DNA and three-dimensional computer imaging of fossil remains.

“Writing assignments in General Education courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student’s writing competence shall be used in determining the final course grade (UPS 411.201:1)” This course fulfills the General Education writing requirement by requiring students to complete four ½ page lab reports. These writing assignments will help students organize and discuss complex data and ideas related to their growing understanding of the foundations of biological anthropology. Students will receive feedback (i.e., editorial comments on scientific content, as well as on writing style, grammar, and organization) from me that they will be expected to use to help improve their subsequent lab reports. Sixteen percent of students’ overall course grade will be based on assessment of their writing competence through evaluation of their written assignments.

COURSE REQUIREMENTS & GRADING

The grading in this course will be based on SIX exams, and FOUR lab reports. USP 411.201 requires that all GE courses include a graded writing component that involves “the organization and expression of complex data or ideas” (USP 411.201, p. 1). Your lab reports fulfill this component because you will organize and express complex data and ideas related to your growing understanding of the foundations of biological anthropology.

Successful progress in the course requires that students keep up with the assigned material. This is an online course and has no scheduled class meetings. Students will be expected to keep up to date on assignments, and will access instructional materials (lectures, video clips, study questions, etc.), and exams online. Please remember that your education is your responsibility. The overall structure of the course is provided in this syllabus.

IMPORTANT NOTES FOR DR. FASHING’S ON-LINE CLASS

1) All instructional materials (e.g., films, article readings, Powerpoint lecture slides) for this course (with the exception of the readings from the two course textbooks) will be posted on the course Titanium (moodle) website. Although links for the readings and films are always available to you, new Powerpoint lecture slides for each week of instruction will become available beginning the Saturday before the start of each week at 8AM.
2) **Study questions** will accompany ALL assigned materials (readings, videos, Powerpoint lectures, etc.). The study questions are meant solely to structure your studying so that you know what points are the most important to focus on for each assignment. I suggest that as you do the readings, you answer the study questions related to the readings. Later on, you will go over those answers to help you prepare for the exams. The same applies to the lecture and film questions. Students are expected to be able to answer ALL posted readings, video, and lecture study questions. However, you are NOT expected to turn in the answers to the study questions to me, as they are entirely for your own benefit, to help you better prepare for the exams. Please note that no study questions will accompany the required readings from the *Introduction to Physical Anthropology* (IPA) textbook. However, in order for you to fully answer the study questions for the other assigned materials in this course (e.g., non-IPA readings, films, lecture slides, etc.), you should first read the relevant pages from the IPA textbook to obtain the background knowledge you will need to better understand the other course materials.

The **GRADING** in this course will be based on 1 QUIZ, 6 EXAMS, and 4 LAB REPORTS.

(1) **Quiz (2%)**
To help ensure that all students have read the syllabus in its entirety and understood its content fully before starting this course, there will be one quiz on the course syllabus, worth 2% towards your final grade, during the 1st WEEK of the class. The quiz will consist of multiple choice and/or true/false questions which you can answer WITH the help of this syllabus. Each student will have 3 ½ days to take the quiz online, so a makeup quiz will not be granted. The quiz will become available online on Monday at 8am, and remain available until Friday 5pm, during the 1st WEEK of the class. You will have 10 MINUTES to complete the quiz online.

(2) **Online Examinations (82%)**
SIX non-cumulative exams (each worth 13-14% of your final grade) will be given during the session, which will comprise a combine total of 82% of your final grade. These exams will consist of questions in several styles (multiple choice, matching, true/false, and/or short essay) which you must answer WITHOUT the help of your notes or any other course materials. Each student will have 2 ½ days to take each exam online, so makeup exams will not be granted. Exams will become available online on Wednesday at 8am, and remain available until Friday 5pm of the same week. You will have 50 MINUTES to complete each exam unless otherwise noted. PLEASE do not exceed posted time limits on the exams or the system will freeze up and refuse to let you submit your exam for grading (which will prevent me from giving you a final grade for the exam). You MUST complete each exam in ONE sitting (i.e., you cannot come back to it), so make sure that you have a block of time set aside for each exam when you will not be interrupted. You will NOT be able to open either exam up again once you have closed it. Attempt each exam only AFTER you have completed ALL the readings, viewed the lectures, and viewed any assigned videos or other related course content.

To help you gain practical experience completing a test for this class in TITANium (moodle) (and to help alleviate any concerns or anxieties you may have about the upcoming exams), I have created a short 15-minute, 10-question PRACTICE EXAM that will give you an idea of what to expect on (and to help you better prepare for) the actual first exam. This practice test will help you become more familiar with (1) the types of questions I will be asking on the exams, (2) the format of my questions, (3) the level of detail of my exam questions, as well as (4) what the testing environment in moodle is like. This practice test contains questions from the year before (similar to current test questions) presented in random order with random answers. Unlike the actual exams in this class, **you can take this practice test as many times as you'd like** and your grade on this test will not count towards your final grade. At the end of each practice session, you will see your overall performance on the practice test, but not correct answers to the questions (to encourage you to study
more and practice taking the test again). The practice exam will cover all the material from “Introduction to biological anthropology” up to and including “Evolution by natural selection”.

(2) Lab Reports (16%)
There will be FOUR lab report style writing assignments, each worth 4% of your final grade, contributing a combined total of 16% to your overall course grade. Each lab report should be 1 ½ double-spaced pages long. Lab reports must be written in your own words/voice. To guard against plagiarism, you must submit the writing assignments to me using the Turnitin links posted on the course Titanium/moodle site. Turnitin is a plagiarism detection program which scans the internet for partial to full sentence matches between your submitted work and all other material on the internet, including student papers from this and other universities. All cases of blatant plagiarism will be reported to the Dean of Students office which may take a variety of disciplinary measures, including expulsion from the University. Students must work independently on the lab reports. Student lab reports will be graded on scientific content, as well as on writing style, grammar, and organization. Lab reports are due on FRIDAYS at 10PM. As a Cal State Fullerton student you have access to computers with word processing software and internet connections. Be sure to spell check, proofread, and repeatedly revise your writing assignments before submitting them. If you feel that you need assistance in improving your writing skills, help is available from the CSUF Writing Center in Pollak Library, (714) 278-3650, <http://hsswebdev.fullerton.edu/engl/writing_center/index.asp>. This is an excellent resource available to you free of charge. Because this resource is available to you, EVERYONE in this class should be able to produce writing assignments that are clearly written and grammatically sound.

(3) Grading Breakdown
The point and percentage breakdown, and grading scale for this course are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Time Due (PM)</th>
<th>Date Due (FRI)</th>
<th>Points</th>
<th>Percent of Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>5</td>
<td>31Aug12</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>EXAM 1</td>
<td>5</td>
<td>14Sep12</td>
<td>70</td>
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</tr>
<tr>
<td>Lab 1</td>
<td>10</td>
<td>21Sep12</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>EXAM 2</td>
<td>5</td>
<td>28Sep12</td>
<td>20</td>
<td>4</td>
</tr>
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<td>EXAM 3</td>
<td>5</td>
<td>12Oct12</td>
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</tr>
<tr>
<td>EXAM 4</td>
<td>5</td>
<td>26Oct12</td>
<td>65</td>
<td>13</td>
</tr>
<tr>
<td>Lab 2</td>
<td>10</td>
<td>16Nov12</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Lab 3</td>
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<td>30Nov12</td>
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<td>EXAM 5</td>
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<td>14</td>
</tr>
<tr>
<td>Lab 4</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>500</td>
<td>100</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points (range)</th>
<th>Percent % (range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>493-500</td>
<td>≥99</td>
</tr>
<tr>
<td>A</td>
<td>463-492</td>
<td>93-98</td>
</tr>
<tr>
<td>A-</td>
<td>448-462</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>433-447</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>413-432</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>398-412</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>383-397</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>363-382</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>348-362</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>323-347</td>
<td>65-69</td>
</tr>
<tr>
<td>D</td>
<td>298-322</td>
<td>60-64</td>
</tr>
<tr>
<td>F</td>
<td>0-297</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Grades from ‘A+’ to ‘A-’ are earned by students who make a serious effort on their assignments and in the class in general, and who demonstrate by their work and exams that they have an excellent understanding of the materials covered in lectures and readings.
COURSE POLICIES

(1) Email Policy
When you email me regarding this course, please make sure to include the course and section number in your message. This way you can be sure that your message gets received and filed in the proper place (and not deleted by accident). All emails must be addressed to me (Professor or Dr. Fashing) and must be signed with your full name. Thanks.

(2) Makeup Exams and Late Papers
You must post assignments on time. Five percent of the grade will be deducted from written assignments for each day they are late, no excuses. Makeup exams will be administered only for excused absences (e.g. serious illnesses, family emergencies). Written email requests for makeup assignments must be made prior to the missed quiz or exam.

(3) Academic Integrity
Students are expected to be familiar with, and adhere to, University policies on Academic Dishonesty. Dishonesty of any kind will not be tolerated in this course and policies on academic integrity will be strictly enforced. Familiarize yourself with the academic dishonesty policy, which can be found in the current CSUF student handbook (http://fullerton.edu/handbook/) or on the web at <http://www.fullerton.edu/deanofstudents/Judicial/Letter%20to%20Students.asp>. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest may receive a failing grade on the assignment or in the course. The Dean of Students Office Judicial Affairs has produced a guide on how to avoid plagiarism, which can be accessed at <http://www.fullerton.edu/deanofstudents/Judicial/Student%20Guide%20to%20Avoiding%20Plagiarism.pdf>.

(4) Course Website Policy
The use of a computer and the internet is required for this course. You will be utilizing the course Titanium site for many purposes, including viewing Powerpoint lectures and videos, taking exams, turning in writing assignments, corresponding with me, and keeping track of your grades. The syllabus is available on Titanium where all the course information and activities required for your grade will be posted during the semester. Titanium is a web-based application provided by CSUF on which instructors can provide course documents and resources to students. If you are new to online courses or to Titanium, please see the advice below. If you have difficulties using your computer or getting access to Titanium, contact the Helpdesk at http://www.fullerton.edu/helpdesk, or (657) 278-7777 but do NOT call me or the Anthropology Department.

Please make sure that the e-mail address listed for you on Titanium is one you use or one that you regularly check (all CSUF students receive a student e-mail address, but you may have it changed to another one, such as gmail or yahoo; remember that it is your responsibility to arrange this). Your not receiving my e-mails because of not having verified your correct e-mail address in Titanium is your responsibility; it may not be used as an excuse for missing assignments.

If you are unfamiliar with Titanium tools, there are several tutorials for students (http://oasis.fullerton.edu/tutorials.aspx) that are offered through the University’s Online Academic Strategies & Instructional Support (OASIS) office and I encourage you to use them. You are responsible for learning how
to use Titanium. Students access Titanium through their Student Portal. Login to the portal at http://my.fullerton.edu; click the Titanium tab; click the link ‘Click here to Access your Titanium Classes’.

If, at any time, you should encounter technical problems related to this course, please contact OASIS. OASIS is a one stop online support center number and email to help you solve technical issues related to this and other online classes at Cal State Fullerton.

OASIS (Online Academic Strategies & Instructional Support)
Phone: 657-278-4866
Email: oasis@fullerton.edu

Additional tips to help you avoid problems with online exams and assignments for this course:

1) I recommend you use Mozilla Firefox instead of Internet Explorer as your web browser. Be sure to update to the latest Firefox web browser version to ensure a smooth Titanium experience. I also recommend that you install the current Acrobat Reader program (to view PDF files) or update to the latest version online at <http://get.adobe.com/reader/>.
2) DO NOT hit the BACK button on the browser during the exam.
3) Turn off all other browser windows while taking the exam because each website eats up bandwidth.
4) Turn off any instant messaging (e.g., Yahoo/MSN/Google/etc) or chat applications.
5) Turn off any social networking applications (e.g., Facebook, Twitter, MySpace, etc.).
6) Because the system refreshes the page every single time you hit the NEXT button to proceed to the next question during your exam, if there is any loss of internet connectivity at that time, you might get an error message and be unable to proceed with the rest of the exam.
7) PLEASE do not exceed posted time limits on the exams or the system will freeze up and refuse to let you submit your exam for grading (which will prevent me from giving you a final grade for the exam). I suggest you use a timer or stopwatch to help you stay on track during the exam.
8) When taking exams for this class you are strongly encouraged to take them on a campus computer. You stand a VERY HIGH chance of being kicked out of the exam if you take it off campus. If you are kicked off (or timed out) of the exam while off campus you will not be able to re-start your exam session. There are several computer labs on campus. In addition, CSUF recently created a testing center for online classes (Student Genius Corner) which is located in the Pollak Library, Titan Lab, PLN-030 (basement north) where students will be able to take the course exams online in a quiet, comfortable environment equipped with the latest software (and technical support staff) and superfast, reliable internet connections.

Other Online Course Information

a) I will post grades for the previous week’s assignments on the class Titanium site one week after the due date, although there may be delays due to workload. I will notify the class when grades are posted.
b) All emails must be signed with your real name. I will respond to student email in 1-3 business days.
c) You will need access to a Windows based computer connected to the internet. There are many such computers available on campus. In the event of technical problems, students can submit their work to a Department of Anthropology staff member during regular university business hours. If this step proves necessary, be sure to email me immediately to let me know that you have submitted your work for my class to another staff member.
(5) Disability Statement
If you have a disability or special need for which you are, or may be, requesting an accommodation, please inform me and contact the Disabled Student Services Office, located in University Hall 101, as early as possible in the term. For more information, the Disabled Student Services Office can be reached by calling (714) 278-3117 or visit their website at www.fullerton.edu/disabledservices/. Confidentiality will be protected.

(6) Emergency Preparedness
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly area for your building.

When an emergency occurs
1. Keep calm and do not run or panic. Your best strategy for emerging safely from an emergency is to remain clear-headed.
2. Stay where you are unless it is unsafe to remain there. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.

After an emergency occurs
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s website at http://www.fullerton.edu, calling the University’s hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

For more information about emergency preparedness, see: <http://prepare.fullerton.edu/>
REQUIRED MATERIALS

Required materials (readings and videos) come from the FOUR sources listed below. The two textbooks are available at Titan Bookstore on campus and the other sources can be found on the course website. You will find the actual individual reading and video assignments from these sources in the course schedule below. Questions pertaining to the reading and film assignments will be included on the exams along with material from the slide lectures.

1) TEXTBOOKS are available at the Titan Bookstore on campus.

   a) Jurmain, R., Kilgore, L., Trevathan, W., and Ciochon, R.L. 2011. *Introduction to Physical Anthropology (IPA), 2011-2012.* 14th edition. Boston: Pearson. *This is, in my opinion, the best introductory biological anthropology text currently on the market. It provides a clear, accessible, and comprehensive introduction to the field, and is full of wonderful illustrations and photos to guide your reading and pique your interest.*


2) ARTICLE READINGS will be posted on the course website. Questions to help guide your reading will also be posted with these readings. *Supplemental readings come from a variety of sources and help to fill in the gaps left by the course texts. The readings, which will be referred to by the names in BOLD type font below on the course schedule, are as follows:*

   f) GIBBONS, A. 2011b. Who was *Homo habilis* – And was it really a *Homo?* Science 332:1370-1371.

3) FILMS. Students will be required to watch 8 full-length (~1 hour long) films available online through links posted on the course website that are related to and build upon material covered in class. Questions to help guide your viewing (in a handout) will also be posted along with the films. The films are as follows:

   a) Darwin: The Tree of Life (2009)
   b) Ghost in Your Genes (2008)
   c) Life: Primates (2010)
   d) The Last Great Ape (2007)
4) **SHORT VIDEOS.** Students will also be required to view three short (~15 min) videos available online through links posted on the course website. Questions to help guide your viewing will also be posted along with the video links. The clips are:

   a) VIDEO - When the Water Ends: Africa’s climate conflicts (2011)
   b) VIDEO - 'James Hansen TED talk - Why I must speak out about climate change' (2012)
   c) VIDEO - NOVA First Primates (2008)

5) **ADDITIONAL COMPLETELY OPTIONAL BUT FUN READING:** If during the semester (or even after it ends), you still want to read more about our evolutionary history, I highly recommend the following books which are entertaining and fun to read.

   b) McCalman, I. 2010. *Darwin’s Armada: Four voyages and the battle for the theory of evolution.* An excellent account of the lives and scientific discoveries of Charles Darwin and his contemporaries. This book was also recently made into an excellent 5-part television miniseries.

**CHANGES TO THE SYLLABUS**

This document is not a legal contract, but a course syllabus. As such, it is a good-faith outline of course requirements and expectations. Note, however, that circumstances may require that assignment deadlines and so on be changed during the course of the semester. Changes, if any, will be announced in class, under the “Announcement” button in the “Course Menu” or by email. It is your responsibility to know of any announced changes.

**NOTE:** In the schedule below, **IPA** = Introduction to Biological Anthropology (2011-2012) & **AEPA** = Annual Editions Physical Anthropology (2012/2013)
<table>
<thead>
<tr>
<th>SECTION</th>
<th>WEEK</th>
<th>WEEK OF</th>
<th>TOPICS</th>
<th>READINGS &amp; FILMS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution &amp; Heredity</td>
<td>1</td>
<td>26 Aug</td>
<td>Introduction to biological anthropology</td>
<td>IPA Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>History of evolutionary thought</td>
<td>IPA 27-41; AEPA Article 2</td>
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<tr>
<td></td>
<td>2</td>
<td>02 Sep</td>
<td>Evolution by natural selection</td>
<td>IPA 41-49; AEPA Article 1; VIDEO – 'Darwin: The Tree of Life'</td>
<td>QUIZ (31 Aug) &amp; EXAM 1 (14 Sep)</td>
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<td></td>
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<td></td>
<td>Molecular genetics I: DNA structure and function</td>
<td>IPA 51-69; AEPA Article 6</td>
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<td></td>
<td>3</td>
<td>09 Sep</td>
<td>Molecular genetics II: Chromosomes - mitosis and meiosis</td>
<td>IPA 69-79; AEPA Article 10</td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td>16 Sep</td>
<td>Principles of inheritance</td>
<td>IPA 81-98; AEPA Article 41; VIDEO – 'Ghost in Your Genes'</td>
<td>Lab 1 (21 Sep) &amp; EXAM 2 (28 Sep)</td>
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<tr>
<td></td>
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<td></td>
<td>The Modern Synthesis and mechanisms of evolutionary change</td>
<td>IPA 98-109</td>
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<tr>
<td></td>
<td>5</td>
<td>23 Sep</td>
<td>Human variation and adaptation I</td>
<td>IPA Chapter 15; AEPA Article 40, 33</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Human variation and adaptation II</td>
<td>IPA Chapter 16; AEPA Article 34; TYSON 2009</td>
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<tr>
<td></td>
<td>6</td>
<td>30 Sep</td>
<td>The living primates I</td>
<td>IPA 143-156</td>
<td>EXAM 3 (12 Oct)</td>
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<td>7</td>
<td>07 Oct</td>
<td>The living primates II</td>
<td>IPA 156-174; VIDEO – 'Life: Primates'</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Primate socioecology</td>
<td>IPA 183-194, 231-233; CORDS 2008</td>
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<td>8</td>
<td>14 Oct</td>
<td>Primate reproduction</td>
<td>IPA 201-209; AEPA 15</td>
<td>EXAM 4 &amp; Lab 2 (26 Oct)</td>
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<td>Primate cognition</td>
<td>IPA 211-224, 233-237; AEPA Article 11, 12</td>
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<td>9</td>
<td>21 Oct</td>
<td>Primate conservation</td>
<td>IPA 174-180, 224-231; 507-517; AEPA Article 9; PROTERHO 2012; SHORT VIDEOS - 'When the Water Ends' &amp; 'Why I Must Speak Out About Climate Change'; VIDEO – 'The Last Great Ape'</td>
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<td>10</td>
<td>28 Oct</td>
<td>Evolutionary analysis, the fossil record, and techniques in paleontology</td>
<td>IPA 111-119, 126-141, 293-298</td>
<td>EXAM 5 (16 Nov)</td>
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<td>11</td>
<td>04 Nov</td>
<td>Primate evolution</td>
<td>IPA Chapter 9; SHORT VIDEO - 'First Primates'</td>
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<td>Early hominins and australopiths I</td>
<td>IPA 304-308, 311-328; AEPA Article 20; GIBBONS 2009</td>
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<td>12</td>
<td>11 Nov</td>
<td>Early hominins and australopiths II</td>
<td>IPA 328-333; GIBBONS 2011a; VIDEO – 'Becoming Human, Part 1'</td>
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<td>13</td>
<td>25 Nov</td>
<td>Early Homo</td>
<td>IPA 333-339; GIBBONS 2011b</td>
<td>Lab 3 (30 Nov); EXAM 6 &amp; Lab 4 (14 Dec)</td>
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<td>Homo erectus</td>
<td>IPA Chapter 12; AEPA Article 22, 29; VIDEO - 'Becoming Human, Part 2'</td>
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<td>14</td>
<td>02 Dec</td>
<td>Premodern humans (Homo heidelbergensis &amp; Neanderthals)</td>
<td>IPA Chapter 13; AEPA Article 23, 25; KOLBERT 2011; VIDEO – 'Becoming Human, Part 3'</td>
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<td>Homo sapiens I</td>
<td>IPA Chapter 14; AEPA Article 26, 31; VIDEO – 'Alien From Earth'</td>
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<td>15</td>
<td>09 Dec</td>
<td>Homo sapiens II</td>
<td>IPA Chapter 14; AEPA Article 26, 31; VIDEO – 'Alien From Earth'</td>
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WEEK OF 18 NOV - FALL RECESS - NO CLASSES

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