

# FUNDAMENTALS OF BIOLOGICAL ANTHROPOLOGY

## Anthropology 20201

Fall 2019

Tuesday & Thursday - 9:30am 10:45am

Corbett Family Hall E108

Dr. Cara Ocobock

## Bioanthropology Facebook Group

You should join!

<https://www.facebook.com/groups/BioAnthNews/>

## Dr. Ocobock's Contact Info

Office: 256 Corbett Family Hall

Office Hours: Tuesday 11-1

Thursday 11-12

Phone: 574-631-3816

Email: [cocobock@nd.edu](mailto:cocobock@nd.edu)

Twitter: @CaraOcobock

## Teaching Assistant's Info

Name: Hanna Erftenbeck





Office: 290 Corbett Family Hall

Office Hours: Wednesday 2:30-4:30

Phone: 574-631-5421

Email: [herftenb@nd.edu](mailto:herftenb@nd.edu)






## Important Things to Know

-  This is a testless class, and grades will be determined together with you.
-  I am **NOT** Mrs. Ocobock. I am Dr. Ocobock or Professor Ocobock.
-  I will not typically respond to email between the hours of 6pm-6am.
-  **BEFORE** emailing either myself or Hanna, please first check the syllabus for answers.

## Course Description

This course will provide you with broad background in the field of biological anthropology with a focus on human evolution. The course is divided into 4 primary sections. 1) we will discuss the history and development of evolutionary theory and cover basic genetics. 2) we will focus on living non-human primates, their morphology, behavior and ecology. 3) we will focus on the fossil record to understand human evolution. 4) we will examine modern human dispersal, variation, and current topics in biological anthropology.

## Course Objectives

-  Be able to explain what biological anthropology is (and was), and why it is a relevant field of study
-  Be able to explain evolutionary theory, with specific examples from humans and non-human primates
-  Understand and appreciate the breadth and depth of human variation
-  Engage with the material in both traditional and non-traditional ways in order to broaden your skillset and hone both your speaking and writing skills
-  Develop honest self-assessment skills

# THIS CLASS HAS NO TESTS, AND GRADES ARE DETERMINE TOGETHER

## Why Grades Don't Work

- Grades make you think less
- Grades make you avoid taking risks
- Grades make you lose interest in learning
- Grades rarely reflect actual learning
- Grades do not reflect life

## Why Tests Don't Work

- Tests really only test your cramming/short term memory
- Tests cannot take into account different learning styles
- Tests produce unnecessary anxiety that prohibit learning engagement

## How This Will Work...Hopefully

- You will develop a goal and plan of action for this semester
  - You will state the grade you would like to receive and how you plan to achieve this grade throughout the semester
  - You will also describe any hurdles you expect to encounter and how you might overcome them
  - You will meet with me during the first two weeks of class to discuss this plan
- You will turn in regular writing assignments as well as 10 larger assignments throughout the semester
  - I will provide feedback and give a point value
  - But so will you, for each larger assignment, you will write a short assessment that includes the following:
    - a point value assessing your own work
    - what you learned
    - the challenges you faced completing this assignment
    - how you overcame those challenges (if you did)
    - how well you think you did the assignment
    - what you think you could have done better
- Mid-Semester Check-In – meet with me to discuss what you have done so far, what you are proud of, and what you could be doing better
- End of Semester Meeting – meet with me to assess the body of work you completed throughout the semester and together decide a final grade to be submitted to Notre Dame.

## Academic Integrity

As a student of the University of Notre Dame, you are expected to abide by its honor code (<https://honorcode.nd.edu/>):

*"As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty."*

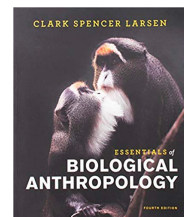
When you are expected to work alone on an assignment, it will be clearly stated in the assignment guidelines.

## Class Behavior

- This class does cover some controversial topics. I expect each of you to respect your classmates' opinions. If you disagree, do so respectfully so that we can have a discussion about it. I want to promote diversity and inclusion in this classroom (<https://diversity.nd.edu/>)
- I know when you are looking at your phones or computers for non-class reasons. Please do not do it. It is disrespectful to me and you classmates.

## Course Materials

- Text: *Essentials of Biological Anthropology*, Clark Spencer Larsen, 4<sup>th</sup> Edition



- Articles provided online
- A notebook
- A 3-ring binder
- Handful of colored pens or pencils (I like to write and draw on the board)

# IN ORDER TO SUCCEED

## You Need To:

1. Attend class regularly
2. Take notes in class – handwritten is better!
3. Actively participate
4. Maintain a binder to keep all of your assignments (which will include my feedback), so that you have a good reminder of work when it comes time to self-evaluate at the end of the semester
5. Maintain an open mind to my methods – this is the first time I have run a course like this (no grades or exams). There are likely to be bumps along the way, I would greatly appreciate your patience
6. Maintain an open mind to the topics covered
7. Be engaged and inquisitive
8. Give me feedback! Like I said, I am trying a new style. If something works well, tell me. If something fails miserably, TELL ME!
9. DO NOT PLAGIARIZE! Cite everything you use to complete your work – here is a helpful resource on citations: <http://library.williams.edu/citing/styles/chicago2.php>

# ASSIGNMENTS

## Regular Writing Prompts & Questions

- Regular writing prompts to complete **BEFORE YOU DO THE READING**
  - These will consist of questions I pose to get you thinking about what you may or may not know about this material before reading about it.
  - There is no right or wrong answer to all of this, it is just to get you thinking
- Once writing prompt **AND** reading assignment are complete, you will need to write down two questions you had about that reading
- There are 16 writing prompts & questions throughout the semester. You may turn these in online or as a hardcopy.

## Large Assignments

1. About Me & Course Plan of Action
2. Meet with Dr. Ocobock
3. Evolution Infographic
4. Primate Podcast/YouTube Video
5. Meet with Dr. Ocobock
6. Fossil Hominin Dating Profile
7. Book Review Website
8. Un-Essay Final Project
9. PARTICIPATION
10. Meet with Dr. Ocobock

# ASSIGNMENT CHECK LIST

Writing Prompt & Questions (10pts each)	Date	Done
1	8/29/19	
2	9/3/19	
3	9/5/19	
4	9/10/19	
5	9/17/19	
6	9/24/19	
7	10/1/19	
8	10/8/19	
9	10/15/19	
10	10/29/19	
11	11/5/19	
12	11/19/19	
13	11/26/19	
14	12/3/19	
15	12/5/19	
16	12/10/19	

Large Assignment	Date	Done
About Me & Plan of Action (20pts)	9/3/19	
Meet Dr. Ocobock (20pts)	Week of 9/2/19	
Evolution Infographic (100pts)	9/17/19	
Primate Podcast/YouTube (150pts)	9/26/19	
Meet Dr. Ocobock (20pts)	Week of 10/7/19	
Fossil Hominin Dating Profile (100pts)	11/14/19	
Book Review Website (250pts)	12/3/19	
Un-Essay (200pts)	12/10/19	
Meet with Dr. Ocobock (20pts)	Week of 12/9/19	

## Assignment Guidelines

- Guidelines will be provided to you for each assignment. If you do not understand the assignment guidelines, it is up to you to reach out to me for clarification!
- It is your responsibility to schedule the meetings with me.
- The book review is meant to be worked on throughout the semester rather than crammed in at the last minute.

## Attendance and Participation

I like to run an interactive class which means there is give and take from me AND you. You cannot participate in class unless you are physically there. I am fully aware of and sensitive to University sanctioned events as well as life events that may conflict with class. It is your responsibility to discuss potential absences with me ahead of time if possible. If you cannot discuss it with me ahead of time, please make every effort to talk to me as soon as you can.

# COURSE SCHEDULE...FOR NOW

## Week 1: August 27 & 29

### What is Anthropology

**Reading: Larsen Ch. 1**

**Assignments: About Me, Plan of Action, WP? #1 (8/29)**

## Week 2: September 3 & 5

### History of Anthropology & Basic Genetics/Cellular Biology

**Reading: Larsen Ch. 2  
Reading Larsen Ch. 3; Tishkoff & Mulligan articles**

**Assignment: WP? #2 (9/3)  
Assignment: WP? #3 (9/5)  
Meet with Ocobock**

## Week 3: September 10 & 12

### Basic Genetics/Cellular Biology & Evolutionary Forces

**Reading: Larsen Ch. 3  
Reading Larsen Ch. 4**

**Assignment: WP? #4 (9/10)**

## Week 4: September 17 & 19

### Living Primates

**Reading: Larsen Ch. 6**

**Assignment: Evolution Infographic (9/17/19)  
Assignment: WP? #5 (9/17)**

## Week 5: September 24 & 26

### Primate Behavior

**Reading: Larsen Ch. 7**

**Assignment: WP? #6 (9/24)  
Assignment: Podcast/YouTube (9/26/19)**

## Week 6: October 1 & 3

### Fossils, Paleontological Process, Paleontological Techniques

**Reading: Larsen Ch. 8**

**Assignment: WP? #7 (10/1)**

## Week 7: October 8 & 9

### Primate Evolution

**Reading: Larsen Ch. 9**

**Assignment: WP? #8 (10/8)  
Meet with Ocobock**

# COURSE SCHEDULE...FOR NOW...CONTINUED

Week 8: October 15 & 17  
Early Hominins

Reading: Larsen Ch. 10

Assignment: WP? #9

Week 9: October 22 & 24

NO CLASS! FALL BREAK

Week 10: October 29 & 31  
Early *Homo* (I really wanted to say Early *Homo-ween*)

Reading: Larsen Ch. 11

Assignment: WP? #10 (10/29)

Week 11: November 5 & 7  
Modern Human Emergence & Dispersal

Reading: Larsen Ch. 12

Assignment: WP? #11 (11/5)

Week 12: November 12 & 14  
Modern Human Emergence & Dispersal Continued

Reading: Larsen Ch. 12

Assignment: Hominin Dating Profile

Week 13: November 19 & 21  
OD vs. EGG & Flint Knapping Day

Reading: Articles on Sakai  
Reading: PDF on Flint Knapping  
Safety

Assignment: WP? #12 (11/19)

Week 14: November 26 (only)  
Anthropology & Racism

Reading: Articles on Sakai

Assignment: WP? #13 (11/26)

Assignment: Book Review Website

Week 15: December 3 & 5  
High Altitude Adaptations & Evolutionary Medicine

Reading: Articles on Sakai  
Reading: Articles on Sakai

Assignment: WP? #14 (12/3)

Assignment: WP? #15 (12/5)

Week 16: December 10 & 12  
Evolution of Human Diet & Evolution of Obesity

Reading: Articles on Sakai  
Reading: Articles on Sakai

Assignment: WP? #16

Assignment: WP #17

# DISABILITY SERVICES

Any student who has a documented disability and is registered with Disability Services should speak with the professor as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services -

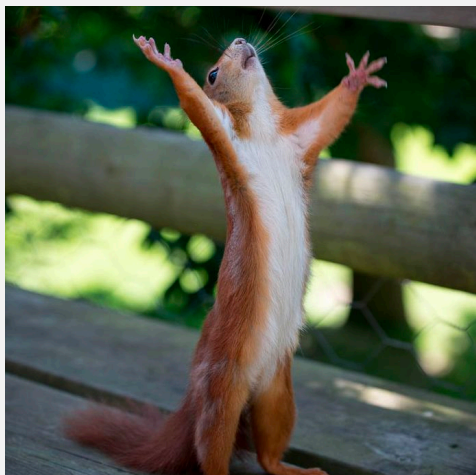
<https://sarabeadisabilityservices.nd.edu/>

## PERSONAL NOTE

Any student who faces challenges securing their food or housing or faces a catastrophic event (death or illness in the family for example) and believes this may affect their performance in the course is urged to contact the Office of Undergraduate Studies (574-631-7098) of University Health Services (574-631-7497) for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess.

## OCOBOCK DISCLAIMERS

1. You should take some time and make friends in this class. I DO NOT give out my notes if you miss class. It is your responsibility to get notes from a friend.
2. As this class is not being run in a traditional way, I reserve the right to change this syllabus at any time. I will actively seek your feedback and include it as we move through the semester. As such, it would behoove you to give me that feedback so that I can improve this class and your learning experience along the way.



That glorious feeling when you actually read the whole syllabus!