

# ANTH1: Introduction to Biological Anthropology

## SYLLABUS

Anthropology Department, UCSC  
2023 Summer Session 1

Mon/Wed 9am - 12:30pm (in-person)  
Thimann Lecture Hall 1  
Zoom link in Canvas calendar

### Quick Info

**Instructor:** kalina kassadjikova (they/she)  
**Contact:** [kalina@ucsc.edu](mailto:kalina@ucsc.edu)

**Student Hours** – check Canvas Calendar  
Usually Tuesdays 9:30-1130am  
Social Sciences 1, 313 or via Zoom  
*Or by appointment*

### COURSE DESCRIPTION

Biological anthropology concerns all aspects of present and past human biology. This course introduces students to the various topics of interest to biological anthropologists: scientific theory, evolution, heredity, primatology, social behavior and ecology, paleoanthropology, early hominin evolution, genetic variation and adaptation, and biocultural dynamics in modern populations, among others.

### LEARNING OUTCOMES

- Familiarity with the development of biological anthropology as a field of anthropology
- Discuss how extinct human ancestors and living primates inform us about the evolution of human variability
- Debate the transition from biology-driven to culture-driven evolution in the human species
- Recognize the role of plasticity in human evolution

### EXPECTATIONS

Active engagement is crucial for learning. To get the most out of the course, it is recommended that students attend all lectures, complete all readings and submit all assignments following the syllabus schedule. However, I understand that everyone is juggling a variety of responsibilities and that unexpected life events and circumstances can crop up, especially during summer, so if you need to adjust your learning to better suit a different schedule, you are welcome to do so. I am your learning resource – I will try our best to check in with you periodically, especially if I feel that we may be of particular help with certain assignments or the more complex concepts. I also invite you to communicate with me as soon as possible if at any point you have questions, concerns, issues, ... or anything! The earlier you reach out, the more resources and help I will be able to offer, in terms of meetings, discussions, feedback, extensions, make-ups, etc.

### CONDUCT

Learning occurs most effectively in a safe, welcoming, and inclusive environment. Please engage with colleagues in a respectful and kind manner. Discussing opposing views can be a generative and educational exercise but needs to be carried out with sensitivity to others. If at any point you have concerns about the classroom environment, please communicate with me as soon as possible and I will promptly address the situation.

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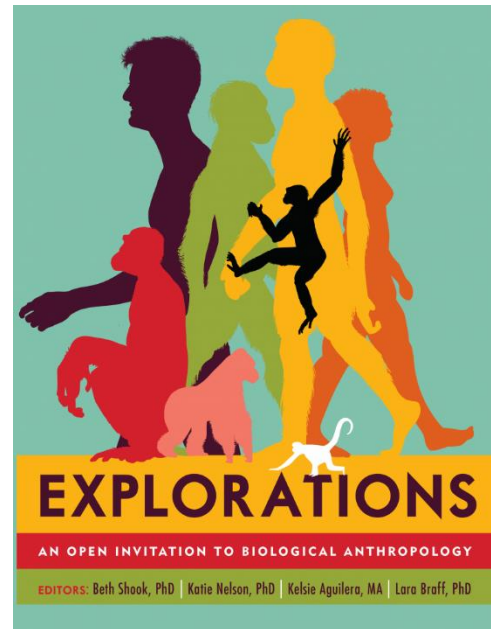
## SYLLABUS

### TEXTBOOK

Class will be structured around [Explorations: An Open Invitation to Biological Anthropology](#). The full textbook is available online for free in a browser or to download. You can also explore the website for additional learning resources, activities, chapter summaries, videos, PowerPoints, etc., some of which we will go through together as part of the class.

### COMMUNICATION

The best way to communicate with me is during or before/after lecture, in office hours, or via direct email and/or Canvas message. I check my email regularly during work hours Monday through Friday and will usually respond within 48 hours but may take longer on weekends or holidays. My virtual office hours will be posted on Canvas, but I am also available to schedule a Zoom meeting for different times.



### ACCOMODATIONS

I prioritize providing you to the best of my abilities with all the resources that you need to succeed in this class. If you have a Disability Resource Center (DRC) accommodation, the earlier you forward it, the quicker we can arrange for a learning environment that works for you. If you suspect that you may benefit from such an accommodation, you can reach the DRC at 459-2089 V, 459-4806 TTY.

### ACADEMIC CONDUCT & INTELLECTUAL PROPERTY

Academic honesty will be taken seriously and students are expected to read and understand the UCSC policies and procedures on Academic Misconduct: [www.ue.ucsc.edu/academic\\_misconduct](http://www.ue.ucsc.edu/academic_misconduct). These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. All submitted work must be your own original work and/or must properly acknowledge the work of others.

Materials made available to you as part of this course are the instructor, UCSC and textbook publisher's intellectual property and it is illegal to record, copy, disseminate, sell, or post online any of them outside the scope of this course. This includes lectures, lecture slides posted to Canvas, lecture notes, chapter notes, assignments, quizzes, exams. If it seems that these policies have been infringed, I will contact you directly.

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## SYLLABUS

### COURSE STRUCTURE & SCHEDULE

Week	Topics Covered	Chapters	Suggested Activities (in Canvas)
1	Intro to course & biological anthropology Evolutionary theory Heredity and evolution	1-4	Knowing and Believing activity Science & Belief activity
2	Living primates Behavioral ecology Primate life histories and societies	5,6, 8	Evolutionary Detectives activity Life in the Trees documentary Modern Primate Museum Primate Tweets activity
3	Fossil context and paleoenvironments Early hominin behavior Early <i>Homo</i>	7, 9-11	Australopithecine Locomotion Lab Brain, Language, Lithics activity Midterm Exam
4	Other hominins & technological traditions Origin & dispersal of modern humans Modern human variation	12-13	<i>Homo</i> virtual lab Culture-driven Evolution activity Power of an Illusion documentary
5	Race and evolutionary adaptation Contemporary human evolution Forensic anthropology	13-16	Patterns of human variation activity Health & Evolution activity Final Exam

The syllabus and schedule are designed to ensure that we move through contents in tandem but may change depending on pacing and the class's interests. If any changes are made to this schedule, I will notify the class in lecture and via Canvas Announcements.

Every class's materials will be posted on Monday and Wednesday mornings, and instructions for every activity are outlined in the associated weekly Canvas module. PowerPoint slides will be uploaded before class and available for download from Canvas. The introduction module features a Yuja tutorial on how to use all of the available functions such as captioning, lecture transcript, and search functions. PowerPoint is available to all students with an @ucsc.edu email as part of Microsoft Office 365. Instructions for how to download and install on your computer can be found here: <https://its.ucsc.edu/software/office365.html>.

### GRADING

Pass/Not Pass Grades: All A, B, or C work earns "P," but C- or D work earns "NP." A passing grade is the equivalent of a "C" grade or better. Effective Fall 2015, grades of C-, D+, and D- are available on the Grade Roster. Similar to a D grade, these new grades award credit to the degree, however, these grades do not satisfy general education, major requirements or prerequisites.

### Course Grade Comprises:

Engagement (10%)  
Reflection Journals (20%)  
Research Project (40%)  
Final (30%)

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## **SYLLABUS**

### **PROPOSED ASSIGNMENT GUIDE**

**Engagement (10%)** – There are a variety of ways to engage with course material throughout the quarter, for example: attending/viewing lectures, participating in class discussions, asking questions, attending office hours, completing the Canvas activities, taking the Canvas refresher quizzes, etc. Engagement grade will be self-assessed.

**Reflection Journals (20%)** – Reflection journals are an opportunity to informally reflect on the previous class's material in a non-structured manner and practice writing. They are required for every class but are informal and graded mostly on completion. Students have the option to post their reflections to a class discussion board (preferred) or submit them directly to the instructor. The task is to reflect on the material covered in the previous class and expand on it by either delving deeper into an aspect you found interesting, posing and attempting to answer questions, drawing connections to your own life or current events, highlighting broad themes in the course, etc. If you are unsure how to approach these or stuck, reach out to the instructor for prompting questions to get your thoughts going.

**Research Project (40%)** – The major assignment for the course is a short research project, write-up & presentation on a topic of your choice. The purpose of this assignment is to expose you to current research on a topic of your choice and practice synthesizing and analyzing scientific publications. You may sign-up for one of the suggested topics via the GoogleDoc available on Canvas, or come up with your own, which must be approved by instructor. Once you've picked your topic, search online databases for recent (since 2015) publications in a peer-reviewed journal pertaining to the topic. You may have to skim a number of papers before choosing an appropriate one – the more papers you browse, the more informed you will be about the context of the research. Then, find a minimum of 2 or 3 papers that on your topic that either reach the same or differing conclusions. Please email both of these papers to the instructor for approval before you proceed (some papers are more relevant, useful, and easier to analyze than others).

Completion of the project includes two parts. 1) On the scheduled day, present a 10-minute class presentation in a format of your choice, followed by a 5-minute Q&A and/or discussion. The presentation format is your choice – you are encouraged to be creative, but *it must be your own work*. 2) By the end of the quarter, submit a short (~5 pages) write-up of your research and analysis (introduction, synthesis/summary of papers, critique, significance) with proper citations.

**Final (30%)** – The final exam is open-note, untimed, a combination of multiple-choice, short-, and longer-answer responses taken on Canvas.