Syllabus: ANTH-2301 - Introduction to Physical Anthropology-IN

Class: Introduction to Physical Anthropology; (3 credits)

ANTH: 2301

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Instructor's note: Hey all, welcome to the class. Although I live in Rio Rico, Arizona now, I'm a Texan at heart. My BA and MA degrees were both earned at UT Austin. Archaeology was my emphasis in school, and my professional job until asthma (or old age) made field work difficult. Teaching is my second love.

Because this is an Internet class, there are no official meeting times or office hours. However, please understand that I'm available at most times during the day. I check my classes at least once a day so I can keep up with e-mail messages. You can also reach me via telephone at 520-761-4645. I have unlimited long-distance calling; if you don't, just send me a message and I'll contact you ASAP.

As an instructor (and a great-grandmother - a young one, of course), I tend to be somewhat laid-back and appreciate that no matter how many classes you're taking, life continues and often intrudes on your studies. If you run into a difficult period and are having trouble keeping up, just let me know. We'll work something out and get you through the course.

Overview

ANTH 2301 is an introductory level physical anthropology course designed to provide students with an understanding of human evolution
and diversity from a biological perspective. The course is divided into five parts and begins with an introduction to physical anthropology within the discipline of anthropology. Part Two presents a history of the development of evolutionary theory, and discusses the biological basis for human evolution and adaptation. Part Three covers the ecology, physiology and social behavior of nonhuman primates. Part Four explores the origins of our hominid ancestors, with particular reference to reconstructions of physiology, ecology and behavior. The course concludes with an overview of contemporary human evolution, including Neanderthals, anatomically modern humans, and modern features of human variation and adaptation.

Although the text book doesn't cover the field of archaeology, it is an integral part of physical anthropology. As a way of introducing the field to you, I have included a number of articles on the subject; they are located on the Course Homepage. Most of these are required reading and will/may be included in any of the four exams.

**Textbook**


**Optional**

Kappleman, John. *Virtual Laboratories for Physical Anthropology*. Version 4, CD-ROM Version. Each chapter of the book will name sections of the CD which the chapter discusses. It's a good reference, but not required. I don't know how much the CD costs, so buy it only if you wish.

Larry Gonick and Mark Wheelis, *The Cartoon Guide to Genetics, 1991*. A copy is available in ACC's library. I loved this book and recommend that you check it out; it's on reserve. If you wish to purchase a copy, Amazon has new and used copies reasonably priced.

**Course Requirements**

There are three sections to this course: homework, discussions, and four tests. Grade wise, each carries the same weight - 100 points for a total of 300. Grade distribution is as follows

- 250-300 = A
- 200-250 = B
- 150-200 = C
- 100-150 = D
- <100 = F

**Homework:** Your homework assignments are located in the left hand menu under (but what else) Assignments. Every few weeks you will have a written assignment to complete. The deadlines for turning them in is also found on the course Calendar. I don't expect everyone to have the same opinion as I do, and I grade on quality not personal bias. "Thinking outside the box" is accepted and more than welcomed. In fact, I expect all my students to express themselves as freely as they wish.

**Discussions:** Each chapter has three discussion questions. Choose one of the three to answer and discuss. Go to "Discussions" under the Course Tools menu to submit your answer and to discuss the subject. The answer, of course, will be taken from the associated chapter. Your discussion, however, will be your personal take on the issue/subject. To reiterate what I said above "I don't expect everyone to have the same opinion as I do, and I grade on quality not personal bias. "Thinking outside the box" is accepted and more than welcomed. In fact, I expect all my students to express themselves as freely as they wish." One of the
purposes of the discussions is to encourage discourse among the students. If you agree with someone's personal view of a subject, let us know; if you disagree, let us know. Let's have some fun and get those discussions going!!!!!!

**Tests:** There will be four tests this semester. The tests will include information given in the articles associated with each chapter. They will also include questions about archaeological field methods. Don't stress out over these tests. A week or so prior to each, I'll send out a test review that covers just about everything you will be tested on. Test dates will be listed on the course calendar.

**Course goals:** Some of what you learn this semester will stay with you, other information will be processed and eventually forgotten. What I want you to walk away with is the understanding that the story of our physical evolution is exciting, dynamic, and far from being perfectly understood. That the diversity we see in cultures today is not a recent phenomenon, but has been developing over the past 4-5 million years. That the field of anthropology is as complex as the subject it studies - we humans. That when all is said and done, there is but one race and one species of *Homo sapiens sapiens* - the human race - and everyone on this planet belongs to this wonderfully unique race. And my final goal is to have my students enjoy learning about themselves.