I. Course Catalog Description
Recommended Preparation: Reading Level IV; English Level IV; Math Level III
Transfer Status: CSU; UC; CAN ANTH 2

This course is a survey of biological anthropology. Students will acquire a comprehensive understanding of the foundations of human evolution and variation, as these over-arching concepts are applied to an understanding of humanity by physical anthropologists. The scientific method will be employed as the primary means of description, analysis, and theory building for areas relevant to physical anthropology. The course will include such subject areas as the theory of evolution, the biological basis of life (DNA replication), principles of inheritance, primate studies, problems associated with the concept of race, population genetics, and hominid (human) evolution as viewed from the perspective of paleoanthropology.

II. Contact Information
Students may contact me by E-mail (mpilakowski@csuchico.edu); by message in my mailbox (leave note with Faculty Support Desk). Information will also be available through the course website, reachable through the instructor’s homepage at http://www.csuchico.edu/~lumpkin/.

III. General Goals
Students will be familiarized with the basic theoretical perspectives concerning evolution (especially human evolution) and variation. Students will be introduced to the forms and methods of analysis used by biological anthropologists. Students will be assisted in acquiring skills that will increase not only their performance in this class but also their overall academic career. Finally, students will enhance their ability to think critically and apply scientific principles to a greater understanding of the world around them. Time will also be dedicated to instruction on writing formal papers within the social sciences.

IV. Objectives
Upon successful completion of this course, students will be able to discuss and/or demonstrate:

i. Working understanding of the foundations of human evolution (including recognition of the basic mechanisms leading to evolutionary change) and human variation (through identifying genotypic and phenotypic variation)

ii. Working understanding of DNA replication and basic processes of molecular, Mendelian, and population genetic principles.

iii. Detailed understanding of extant and extinct primates including the comparative morphological and behavioral variation that exists within the taxa and the importance of primate study.

iv. Ability to discern among the various genera and species of hominids through the recognition of morphological features associated with each group.

v. Ability to apply or discuss methods used by paleoanthropologists in recovering, analyzing, and categorizing hominid groups.

V. Required Texts and Materials

Students will also need to purchase 3 #882, and 9 #815 Scantron forms for use in class.

VI. Attendance Policy
Attendance will be taken twice each day via a sign-in sheet. Each attendance sheet signed will add one point of extra credit toward the student’s final course grade (to a maximum of 20). Students are expected to attend all classes and remain for the entire period. Signing the roll sheet is the student’s responsibility; it will not be made available to tardy students after it has made its way around the room once. Students signing the sheet and then leaving class early will have their signatures voided from that day’s roll sheet. Dropping and adding the class is the student’s responsibility. Students who fail to file the necessary forms, even though they stop attending class, will be assigned a course grade. The only students I drop are the “no shows” who cease attending during the first week. Please note that receiving an “F” due to non-attendance may adversely affect veteran and other financial aid benefits. Finally, please note that attendance means more than filling a seat. Come awake and avoid distractions; do not bring pagers, cell phones, children, or lap dogs to class. Disruptive students will be asked to leave, as will habitually tardy students as they disrupt class once it has begun.
VII. Instructional Methods, Expectations, and Teaching Philosophy

Class Time
I expect students to have read assigned material prior to attending class and be able to generate questions and discussion from the material as well as from film notes. Class time is primarily spent in discussion/lecture to explain and elaborate upon the concepts discussed in the readings. If you have not done the reading prior to attending class, you will likely be “lost”. We will also utilize films in class that further explicate the concepts and topics discussed in class and present the material in a different manner. I may call on students to summarize readings or films, answer questions based upon them, or engage in short group activities based upon them. Students are encouraged to ask questions of me at any time in class and to think about the course material as a systemic entity rather than a collection of dissociated facts – I believe education is about synthesis and understanding, not rote memorization and regurgitation.

Academic Standards
Because this is a UC/CSU transferable course, I hold students to a high moral and academic standard – you are preparing for an eventual university experience. I expect students will comport themselves as responsible adults and follow all college rules regarding behavior, academic honesty, plagiarism, and cheating. Failure to meet these standards will result in temporary or permanent expulsion from the class (for behavioral problems), and the receiving of a grade of “F” (zero points earned) on any assignment or test in which I see evidence of cheating or plagiarism – even if the plagiarism is unintentional. These offenses can also lead to sanctions by the Dean of Students and even expulsion from the college as a whole. Cheating isn’t worth it – I will prosecute cheaters to the fullest extent allowable under the college’s discipline policies. I also expect university-level attention to the writing component of the class as well (see below under Assignments).

My Philosophy
I consider myself here for you, the students. As a former community college student myself, I wish someone had held me to the standard against which I am now measuring you. Although I hold you to a high standard, I am anxious to work with you to help you meet it. College is about more than learning dissociated facts from various unrelated classes. By the end of your college experience you should see how interrelated all disciplines are. As such, we will be incorporating aspects of logic, physical science, English, biology, philosophy, and even mathematics in our examination of humanity’s biological and cultural evolution and variation. Let me know if there is anything I can do to help you get the most out of your college experience (in this, or any other class), or if you require special accommodations for a documented disability or other hardship. There are many programs available on campus to aid you in your college journey if you but seek help.

Disability Accommodations
If you have a documented learning or physical disability that will require special accommodations in class, let the instructor know as soon as possible. Disabled Student Services can be contacted at 895-2455.

VIII. Assignments and Workload

Readings
Readings will be assigned primarily from the texts but may also include in-class handouts, library reserve readings, and/or Internet-based readings. Students are expected to have read material prior to attending class each day. These readings, in conjunction with lecture material and film notes, will comprise the basis for the two midterms and final. In general, students should spend a significant amount of time working outside of class (most instructors place this at 2-3 hours per hour in class).

Exams and Quizzes
There will be two cumulative take-home midterms and one comprehensive in-class final exam (open note) given in this course. Exam format is a mixture of true/false and multiple-choice/matching. We will go over each midterm after taking it to discuss the reasoning behind each response. Students are also encouraged to see me privately to discuss their exam scores. Quizzes will be given daily, as a means of encouraging regular attendance and reading and to gauge student understanding of the material. Quizzes may not be made up, but the inclusion of a ninth quiz as extra credit means that students can miss a quiz with no grade reduction while students who attend all classes have the potential of 25 points extra credit.

Makeup Exams
Given that the first two exams are take-home, there are no makeup exams in this class. You must be in class the day a take-home is due in order to receive full credit for it. If you miss the turn in date, your exam score will reduced one full grade. The final may not be made up.
Writing Requirement
All students are expected to complete a minimum of 2500 words of written work during the class. This requirement will be met through the completion of one (7-10 typed pages) documented analytical research. All papers will be graded to a high standard of scholarship and mechanics. I will gladly examine early drafts previous to the final submission dates. Paper topics, format, and grading standards will be discussed in class, but in short your topic is to discuss something of interest to you within the realm of PHYSICAL anthropology. This discussion should present and argue a clear thesis and include at least 3-5 solid, scholarly sources, both cited in text and on a separate references cited page in either anthropological or APA style. I do not accept papers sent as email; a hard copy must be turned in, and all papers must be typed in the format discussed in class. Following our in-class discussion about plagiarism and proper paper writing, there should be no excuse for plagiarism in its many forms. Any paper that I find to be plagiarized to any extent, whether done intentionally or not, will receive a zero.

Exercises
At least three short classwork/homework assignments will be made during the course of the class to emphasize important concepts in each unit. Students will have some class time on these assignments. The assignments are graded on a pass/fail basis.

Late Policy
Papers are considered due at the beginning of class on their scheduled day. Late exercises will receive half credit, late exams will lose one full letter grade - no exceptions except for extreme, documented circumstances such as auto wreck, death, or dismemberment. Quizzes may not be made up. You have plenty of advance warning as to when things are due, so if you or your computer are sickly, please plan accordingly (“My printer barfed toner all over the page” or “my hard drive crashed this morning” do NOT constitute reasonable excuses – print early and save often!!!). Absolutely no late term papers will be accepted after the final exam.

IX. Grading Policy
Grades will be earned in accordance with the idea that an “A” constitutes exemplary understanding of the course material, a “B” shows above average understanding, a “C” shows average understanding, and a “D” shows a passing familiarity and grasp of the material. Students earning an “F” have failed to demonstrate a rudimentary understanding of the course material and will likely be forced to retake the course in the future in order to remove the “F” from their record. I do not expect perfection from students, merely an attention to detail that shows they care about their grade and their learning. There are 1000 points possible in the class, earned through successful completion of exams, homework, and the written paper.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper: Topic of your choice, related to course material</td>
<td>200</td>
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<tr>
<td>Exam 1: Anthropology, Evolution, and Genetics</td>
<td>150</td>
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<tr>
<td>Exam 2: Genetics and Primates</td>
<td>150</td>
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<tr>
<td>Exam 3: Human Evolution (comprehensive)</td>
<td>200</td>
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<tr>
<td>Quizzes: (8 at 25 points each)</td>
<td>200</td>
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<tr>
<td>Exercises</td>
<td>100</td>
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Readings for Physical Anthropology (ANTH 2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of the Day</th>
<th>Chapters</th>
<th>Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>Anthropology &amp; Paper Writing</td>
<td>1</td>
<td>Begin Research Paper</td>
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<tr>
<td>1/3</td>
<td>Evolution and Variation</td>
<td>2, 12</td>
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<tr>
<td>1/4</td>
<td>Genetics</td>
<td>3</td>
<td>Distribute First midterm</td>
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<tr>
<td>1/8</td>
<td>Genetics</td>
<td>4</td>
<td></td>
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<tr>
<td>1/9</td>
<td>Introduction to Primates</td>
<td>5, 6</td>
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<tr>
<td>1/10</td>
<td>Primate Behaviors</td>
<td>7</td>
<td></td>
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<tr>
<td>1/11</td>
<td>From Primate to Person</td>
<td>8</td>
<td>Distribute Second midterm</td>
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<td></td>
<td></td>
<td></td>
<td>Rough Drafts Due (optional)</td>
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<tr>
<td>1/15</td>
<td>Martin Luther Holiday</td>
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<td>No Class</td>
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<tr>
<td>1/16</td>
<td>Early Hominids</td>
<td>9-10</td>
<td></td>
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<tr>
<td>1/17</td>
<td>Late Hominids</td>
<td>10-11</td>
<td></td>
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<tr>
<td>1/18</td>
<td>Comprehensive Final Exam</td>
<td></td>
<td>Research Paper Due</td>
</tr>
</tbody>
</table>
Guidelines for Grading Formal Papers in Pilakowski’s Classes

I. Title Page – First Impression and Accuracy
- Is there one present? (-5)
- Is the paper stapled and are the pages in the correct order? Use a single staple, NOT a plastic report cover. (-1 each)
- Is the title relevant to the topic — does it give some hint about what the paper will discuss, or is it just a topic? (-1 to -3)
- Is the relevant information present on the page: title, author, class, college, due date, instructor’s name? (-1 each)

II. First Page – Introduction, Thesis Statement and Appearance
- Is there an arguable thesis statement appearing as a single sentence in the introductory paragraph? (-1 to –3)
- Has the author highlighted or underlined his/her thesis statement? (-1)
- Does the paragraph tell what points will be covered in the paper and why the topic is relevant to the assignment and/or the class? Does the paragraph end with a good transition into the body? (-1 to –3)
- Is each page after the first paginated in the upper right hand corner adjacent to the author’s last name? (-1)
- Are the page numbers correct (page one is NOT the title page)? (-1)

III. Body – Paragraph and Sentence Structure
- Are there good transitions to and from each paragraph, or are there clear subheadings? (-1)
- Are the paragraphs of acceptable length — none too long or too short? (-1 each)
- Is there only a single recognizable topic in each paragraph? (-1)
- Is each sentence complete, with no run-ons, fragments, or miscellaneous grammatical problems? (-1 each)
- Is punctuation appropriately used, both in general structure and especially in quoting and citations? (-1 each)
- Are all modifiers, pronouns, prepositions, and other words used and/or spelled properly? (-1 each)
- Were contractions, abbreviations, colloquial terms, slang, and other poor language uses avoided? (-1 each)

IV. Conclusion – Impressions and Effectiveness
- Does the author summarize the main point(s) of the paper without being redundant? (-1 to –3)
- Has the thesis statement been returned to in some fashion and restated? (-1)
- Does the paper end conclusively or does it trail off or end too abruptly (is there obvious stretching or cutting)? (-1 to –3)
- Has the author avoided trite phrases like “to sum up” and “in conclusion”? (-1)

V. References and References Cited Page – Formatting and Appropriate Use of Sources
- Did the author use citations in text to note what sources were used and where in the text they were used? (-1 each)
- Has the author appropriately cited each idea that was not his or her own, as well as lines of directly quoted or paraphrased text? **Note: any author found to have used information that is not cited will receive a zero.** (-1 each to –100)
- Are the references from legitimate sources (no more than one Internet source)? (-1 each)
- Does the paper include a separate page entitled “References Cited” stapled to the back? (-10)
- Are all references in proper format? Anthropological or APA styles only. **Do not use MLA.** (-1 each)
- Are references alphabetized by author’s last name? Are all references present and accounted for? (-1 to –3)

VI. Layout – Attention to Detail and Formatting
- Are the margins even throughout, on top, bottom, and sides (use 1-1.25 inch margins only)? (-1)
- Did the author use only left-justified margins? (-1)
- Is the paper typed in an easy-to-read 12-point standard typeface? (Don’t use extra large or small types) (-1)
- Is the paper double-spaced throughout except for tables, block quotations, and so forth? (-1)
- Are paragraphs indented appropriately? (-1 each)
- Are block quotations properly formatted? (-1 each)
- Did the author avoid orphaned lines (a single line of a paragraph at either top or bottom of a page)? (-1 each)

VII. Content and Style – My Overall Impressions
- Does the author show analysis of the subject and critical thinking rather than just reporting facts? (-1 to –5)
- Does the author show an understanding of the specific material and how it relates to the assignment? Are there terms left undefined or improperly used? Were there inappropriate or insensitive uses of language? (-1 to –5)
- Is the paper of a length appropriate to the topic and assignment? Does it pass the infamous “fold test”? (-10 per page)
- Does the author appear to be “cheating” on length through “creative” use of type sizes, margins, and so forth? (variable)
- Did the author write in a formal, scientific style and avoid the use of first person reporting and/or opinion? (-1 to –5)
- Does it look like this paper was ever proofread before being submitted (i.e. does the author show some effort)? (-1 to –5)
- Is this paper “too” similar to those handed in by other students or does it show evidence of other plagiarism? (-100)

**Any plagiarism will result in a score of zero, no matter how slight the infraction.**
Any paper less than the required minimum length will receive a proportionately reduced grade