

ANTH 001L & HL – Physical Anthropology Lab



Instructor: John W. Wolf

Office Hours: MW 9:00 to 10:00 am
W 12:00 to 12:30 pm

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OR wolfj@stanford.edu

Class Time: M 12:00 to 2:50pm

Class Location: 3103

Web Page for slides, etc. –

<http://sites.google.com/site/wolf2009site/>

Course Description

You are enrolled in an introductory laboratory course focusing on scientific methodology to explore and experiment with topics from the Physical Anthropology course. We will examine the process of genetic inheritance, mating strategies, the biological classification of ourselves and our primate relatives, dietary patterns, human skeletal anatomy (osteology), forensic anthropology, the fossil record of human evolution, human variation, environmental challenges to humans, environmental impact of human behavior, and general methodologies utilized in physical anthropological research.

You will learn how to think like a physical anthropologist in the field and in the laboratory. This course is designed to be a hands-on experience for the novice scientist. Most of our work will be in-class, however, there are some assignments that necessitate out-of-classroom data collection. It is my hope that you leave with an expanded knowledge of what a physical anthropologist does and that you begin to apply what you learn to the rest of the world.

Why “show up”?:

Attendance is particularly important in a laboratory course, because there are no possibilities of “making-up” labs and you will generally be working with one or more partners. You will be depending on each other.

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Student Learning Objectives

#1: Students will practice and apply understandings of evolution in a laboratory setting.

#2: Students will learn how to critically analyze and interpret physical anthropological data.

#3: Students will apply anthropological principles for solving human problems on the local, regional and world scales.



Expectations for Students & Instructor

Student Expectations

- a.* PLEASE BE ACTIVE AND PARTICIPATE IN THIS COURSE
- b.* Turn OFF cell phones
- c.* Listen and respect others
- d.* Be comfortable in taking risks
- e.* Complete all assignments on time
- f.* Discuss concerns immediately with the instructor
- g.* Be prepared for class by reading chapters in advance

Instructor Expectations

- a.* BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING
- b.* Listen and respect students' views
- c.* Respond swiftly and effectively to student concerns
- d.* Grade objectively, consistently, and timely.
- e.* Be open and honest about grading and willing to answer questions.
- f.* Be prepared

Please remember if you have any questions, concerns, or comments to let me know right away. I welcome any feedback you're willing to offer.

Teaching Philosophy

In line with my student and teacher expectations, my teaching philosophy and methods are important to understand in order to succeed in this course.

1. I believe in **transparency**, meaning I have nothing to hide from you and you have nothing to hide from me. I will explain the methods and grading and if you have any questions please respectfully ask. I expect the same honesty from you. Together we can build and maintain a successful quarter.
2. Everyone has the right and ability **to be successful** in this course. I will provide you with multiple pathways to achieve success. You just have to follow through on them. Take charge of your learning, it is your responsibility.
3. I try to infuse each course with **diversity**. The need for a diversified education is increasing with our growing multicultural society. In my courses, I promote a safe climate where we examine content from multiple cultural perspectives.

Human Relations

I, as the instructor, and you, as the student, **will not** engage in any unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. In the content of this course, I will often address issues of gender, sexual orientation and culture. To promote a safe learning environment I will expect you to adhere strictly to the above code.

American Disabilities Act (ADA) Compliance

If there is any student who has special needs because of a disability, please go directly to the Disability Resource Center (DRC) located in Building 5400. Office hours are held between 8:00am and 7:00pm Monday and Tuesday; between 8:00am and 5:00pm Wednesday and Thursday; and between 8:00am and 3:00pm Friday. Use **Clockwork** (<http://www.foothill.edu/drc/clockwork.php>) for accommodation requests and scheduling accommodation exams.

Academic Integrity & Honesty

It is my policy, and the college's policy that cheating and plagiarism are strictly prohibited. Any student that is caught cheating on an exam will be reported to the academic dean.

REQUIRED Textbook: *Laboratory Manual and Workbook for Biological Anthropology*, Soluri & Agarwal, 2016. **BRING IT TO EVERY CLASS MEETING.**

Grading Policies (TOTAL POSSIBLE POINTS = 400; 500 FOR HONORS STUDENTS)

Type of Assignment	Assessments			Grading Scale	
	Points	% of Total	Learning Objectives	Points	Letter Grade Equivalent
Participation (10 labs)	100	25%	1, 2, & 3	400-360	A+ to A-
Lab Exercises (10 sets)	100	25%	2 & 3	359-320	B+ to B-
Genetics Quiz	50	12.5%	2 & 3	319-280	C+ to C
Osteology Quiz	50	12.5%	1, 2, & 3	279-240	D+ to D-
Final Exam	100	25%	1, 2, & 3	239 or less	F

TWO ADDITIONAL ASSIGNMENTS FOR HONORS STUDENTS WILL BE WORTH 40 AND 60 POINTS, RESPECTIVELY, FOR 100 ADDITIONAL POINTS (500 GRAND TOTAL). LETTER GRADE EQUIVALENTS CALCULATED FROM THAT TOTAL, THUS, 500-458 = A+ TO A-, AND SO ON...

More on Attendance and Participation:

Students are expected to attend every class, to arrive on time, and participate until class is dismissed. Students are responsible for any material missed due to absence. Students are expected to participate actively in classroom discussions. Anthropology is a subject that is greatly enriched by different perspectives and viewpoints, and actively engaging with fellow students and the instructor can greatly increase the experience of the course. There may be occasions when the class is broken into smaller groups. It is expected that all students will actively participate in these lab activities.

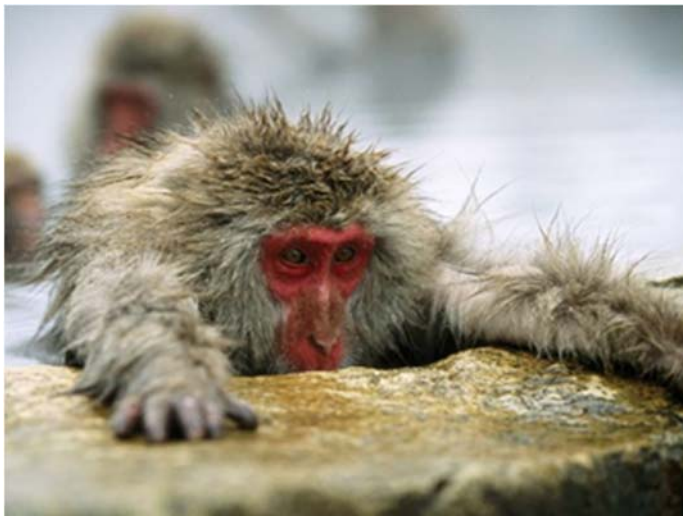
Data Collection: There will be data collection assignments during the quarter. Each assignment will be due at the beginning of the class meeting and is connected to an in-class lab exercise. **EXERCISES ARE ANNOUNCED AND EXPLAINED IN CLASS. LATE HOMEWORK IS NOT ACCEPTED (DATA COLLECTION PROJECTS AND SPECIAL HONORS ASSIGNMENTS).**

There are no make-ups for missed labs. If you are absent for a day, you will miss **20 points** (participation and lab work).

Classroom Etiquette

Being on Time: It is expected that you **will arrive ON TIME to class sessions and stay until the class is dismissed**. Tardiness is a distraction to your classmates and me. If you are late, please slip in quietly and see me before starting on a lab. **Please be respectful of your classmates, and the lab materials. If you cannot commit to this, drop the class now.**

Dropping This Class: If you choose to withdraw from this course during the quarter, ***it is your responsibility to drop the course.*** If you fail to do so and your name appears on the final roster, you will receive a grade for the class.



LAB SCHEDULE: I reserve the right to revise the course schedule if necessary.

DATE	TOPIC	EXERCISES/VIDEOS (LAB numbers refer to Lab Manual Chapters)
1. April 9	Physical Anthropology & the Scientific Method	LAB 1: Scientific Method; Human Mate Choice Study (data collection project)
2. April 16	Analysis: Mate Choice Study; DNA	LAB 2: DNA; Video: <i>The Incredible Human Machine</i>
3. April 23	Inheritance	LAB 3: Inheritance Exercises; Genetic Trait data collection project
4. April 30	Analysis: Genetic Trait Data; Forces of Evolution	LAB 4: Evolution Exercises; Special Honors assignment (TBA) ; Video: <i>Ghost in Your Genes</i>
5. May 7	Osteology & Death & the Law	QUIZ#1: GENETICS LAB 5, 6 & 7: The Human Skeleton: Building a Human; Forensics, Video: <i>Following Antigone: Forensic Anthropology & Human Rights Investigations</i>
6. May 14	Primate Classification & Behavior	LAB 9, 10, 11, & 12: Video: <i>Clever Monkeys</i>
7. May 21	Primate Evolution	QUIZ #2: OSTEOLOGY LAB 13 & 14: Human Primates; Video: <i>Ape Genius</i>
8. May 28	MEMORIAL DAY	CAMPUS CLOSED
9. June 4	Bones of Contention	LAB 15 & 16: Fossil Hominins; Special Honors assignment (TBA)
10. June 11	Human Adaptation & Variation	LAB 8 "Who are you?" Video: <i>The Journey of Man: A Genetic Odyssey</i>
11. June 18	Human-Environment Interaction; Conclusion	Global Climate Change (data collection project); Video: TBA
FINAL EXAM: JUNE 25TH (REGULAR CLASS TIME)		