

HUMAN BIOLOGICAL VARIATION
Anthropology 3220; Fall Semester
SYLLABUS & STATEMENT OF COURSE POLICY

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ANT 3220 Human Biological Variation/(3). Fall.

This course provides a survey of theoretical frameworks in biological anthropology. This course begins with an examination of the history and development of evolutionary theory, the modern synthesis, and the "New Physical Anthropology." Feminist critiques, objections to the adaptationist program, and the development of biocultural approaches to human biology will be examined and applied to the study of patterns and processes in human evolution. Issues to be addressed in this course include the evolution of primate life histories, the origin of modern human biological variation, human reproduction, and evolutionary medicine.

(WRITING)

Specific Goals of the Course:

1. To understand the history of theoretical developments in the study of human variation
2. To learn about the "New Physical Anthropology", its critics, more recent, holistic theoretical perspectives, and how they are used
3. To critically examine research in biological anthropology: identifying the goals, assumptions, theoretical underpinnings, and interpretations of research publications.
4. To develop a thesis about human biological variation, research this topic, write an effective essay, perform a peer revision, and revise based on suggestions
5. To develop presentation skills by researching and preparing a lecture

Required Texts:

- (1) Stinson S., Bogin B., Huss-Ashmore R., O'Rourke D. 2000. Human Biology: and evolutionary and biocultural perspective. New York: Wiley-Liss.

Grading:

Your grade will be based on: peer review comments (32%), 1 class presentation (20%), article outlines (15%) and 1 Final Research Paper (33% including paper, responses to reviewer comments, and draft revisions).

I will use the following scale (any partial points will be rounded to the nearest whole number):

A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C	70 - 79%
D	60 - 69%
F	< 60%

(1) FINAL RESEARCH PAPER (33%) AND 2 PEER REVIEWS (8% each = 32% total). We will discuss this in more detail in week 1 but basically you will write a research paper on a topic chosen from among those covered in this class. Your paper will introduce the history of research on your topic and summarize some of the current literature. Your research paper will also include evidence of critical thinking about theoretical paradigms, issues, and controversies that you uncovered in the course of your research. Your creative thinking about the topic will lead to the most interesting research and the most interesting paper. So, do some reading and thinking before choosing a topic and allow yourself some flexibility (i.e. if the topic changes slightly in the first month or so, no problem).

For the paper, you will locate a minimum of 10 sources that relate to this topic (at least 2 books, monographs, or edited volumes and 8 articles from peer-reviewed journals. One of these articles will preferably be a "review" article). The paper will be a minimum of 15 pages and a maximum of 20 pages in length (standard margins, 11 point Times New Roman, or similar font, 1.5 spaces between lines of text, pages numbered, name and date in upper right corner of every page). Your writing should be organized and concise.

Your paper will be peer reviewed by 2 members of the class twice. In turn, you will review 2 papers 2 times. Peer review means you will read your colleague's paper with a very critical eye and write a detailed list of comments to help them improve their paper. You will also write marginal comments on the paper itself. Comments will focus first on grammar, spelling, etc. Then you will go back through and examine the effectiveness of the analysis, organization of ideas, and the depth of thought that has gone into the paper. You will return papers and comments to the author on the assigned days (below). On those days you will come prepared to discuss in small groups the papers you read and the comments you made. Between review sessions, you will have almost two weeks to substantially revise your paper based on the comments you received. Papers submitted for the second round of peer review must have attached a statement indicating how all reviewer comments were addressed or why you did not change the paper based on a given comment. In the second round of review, peer reviewers must indicate in their review whether or not the second draft effectively addresses their comments and make further suggestions for improvement. Papers will again be discussed in small groups in class.

When you turn in your final paper, you will create a portfolio with a copy of the first and second draft, all of the reviewers comments you received, all of your responses to those comments, and all of the reviews that you wrote. Your final grade will reflect the quality of your paper and your work on the review and revision process.

Topics will be submitted to me by email no later than August 31.

Working bibliographies will be due Friday of week 3 (Sept 12)

Drafts of the papers will be turned over to 2 peer reviewers Wednesday of week 8 (Oct 15)

Peer reviews will occur on Wednesday of week 10 (Oct 29) - bring 2 copies of comments

Second drafts will be turned over to 2 peer reviewers Monday of week 12 (Nov 14)

Peer reviews will occur on Monday of week 14 (Nov 24) - bring 2 copies of comments

Final papers are due on Friday of week 16 (Dec 12).

(2) PRESENTATION (20%). Each student is responsible for creating an academic presentation of one week's topic (a lecture on the issues covered in the reading material). The lecture will be given Monday of your chosen week (starting week 3). It should be approximately 45 minutes in length (time it beforehand). Students should use Power point or similar presentation software as the presentation will be turned in and graded. Your presentation will be designed to cover the major issues in the week's assigned reading in a graphical, visually appealing format. The presentation should be a lecture but it should also be interspersed with thoughtful questions for your classmates, which will be designed to stimulate discussion. You will sign up for the lecture time on August 29.

(3) ARTICLE REVIEWS (15%). Each week students will choose one article from those references provided on the website. Students will read the article and prepare a one page outline or summary of the article (goals, hypotheses, materials, methods, results, and discussion). You will also include a summary critique (about 1 paragraph) or a list of questions about the theoretical issues in the article for class discussion. The class will be divided into two groups and each group will lead a discussion of their article one day a week.

Office Hours: I will have eight hours of open office time per week. If these regular hours are not compatible with your schedule, please make an appointment. I encourage students to meet with me. I feel that professor-student contact and communication are very important and allows for discussion that the classroom does not permit because of time constraints. Please come see me to talk about any questions you might have about reading or lecture material, to discuss plans/questions you might have about becoming an anthropology major/graduate student, to evaluate ideas you might have about research in biological anthropology, or to discuss issues related to graduate school.

Attendance Policy: In order to perform well in this course, it is critical that you attend class. Indeed, it has been demonstrated in numerous assessments that class attendance is the most influential factor in a student's academic performance. Classes should only be missed for reasons beyond your control such as illness, family emergencies, or participation in University-sanctioned activities or programs. It is not necessary to inform me of why you needed to miss class, but please endeavor to attend each class period. Please understand that if you do miss class, YOU are responsible for the missed material. It is also your responsibility to make sure that you come to me for any handouts or important announcements made during the missed class.

Cheating and Academic Honesty: I hope that this will not be an issue in this class. Cheating, plagiarism, or fabrication are acts of academic dishonesty and will absolutely not be tolerated. Members of the college community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data or work of another as one's own, or to cheat on an examination corrupts the essential process of learning. Quite simply, anyone caught cheating or engaged in any form of academic dishonesty will fail the course.

Discrimination: I am committed to encouraging a caring and supportive atmosphere on campus and of promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. In addition, Appalachian State University is an Affirmative Action/Equal Opportunity Institution. The implication of this, as well as my personal dedication to fostering diversity, is that there will be no discrimination in this class. Please let me know as soon as possible if you feel that you have been treated unjustly; I will evaluate the situation and take appropriate action.

Physical or Learning Disabilities: Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at www.ods.appstate.edu or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

TENTATIVE COURSE OUTLINE AND SCHEDULE

Date	Topics	Required Readings	Assignments and Lecture Schedule
8/27	Theory in Human	Huss-Ashmore	Lecture: Gwen
8/29	Biology		
9/1	Labor Day (no class)	-	-
9/3	History of Human	Johnston and Little	Lecture: Gwen (sign up for lecture topic)
9/5	Biology in the US		
9/8	Introduction to	Weiss	Lecture:
9/10	Genetics		
9/12			Turn in working bibliography
9/15	Genetics, Geography	O'Rourke	Lecture:
9/17	and Human Variation		
9/19			Guest lecture?
9/22	Quantitative variation	Konigsberg	Lecture: guest?
9/24	and genetics		
9/26			
9/29	Human adaptation to	Beall and	Lecture:
	climate	Steedmann	
10/1			
10/3			
10/6	Epidemiology of Human	Sattenspiel	Lecture:
10/8	Disease		
10/10			
10/13	Human Adaptation to	Jackson	Lecture:
10/15	Infectious Disease		bring 2 copies of paper draft
10/17	Fall Break (no class)		
10/20	Human Nutritional	Leonard	Lecture:
10/22	Evolution		
10/24			
10/27	Work and Energetics	Ulijaszek	Lecture:
10/29			Peer review #1 (2 copies of comments)
10/31			Work on revisions to your paper (no class)
11/3	Evolution of the Human	Bogin and Smith	Lecture: Gwen
11/5	Life Cycle		(no student lectures while you revise your papers but discussion will still occur)
11/7			
11/10	Growth Variation:	Stinson	Lecture: Gwen (no student lecture during

11/12	Biological and Cultural		revision but discussion will still occur)
11/14	Factors		bring 2 copies of paper draft
11/17	Aging, Senescence and	Harper and Crews	Lecture:
11/19	Human Variation		
11/21			
11/24	Peer review #2 (2 copies of comments)		
11/26-8	Thanksgiving Holiday (no class)		
12/1	Demography	Gage	Lecture:
12/3			
12/5			
12/8	Population Growth and Fertility Regulation	Ellison and O'Rourke	Lecture: Gwen
	Papers due by Friday 12/12 at 12 pm (turn in to me personally or email- if you do not receive confirmation from me that I received your paper than I did not receive your paper- mail it again or call me)		