ANTH 680: Basic Graduate Physical Anthropology
Fall Term 2019
University of Oregon

Instructor: Dr. Stephen R. Frost
Office: Condon 353 Tel: 6-5161
Office Hours: MW 9:00-10:00 a.m. Email: sfrost@uoregon.edu
Lecture Room: 368 Condon Lecture Time: M 10:00 a.m. - 12:50 p.m.

Course Overview: This is a graduate-level survey course covering a selection of fundamental theoretical and conceptual topics in biological anthropology. Through exposure to primary sources in the literature, students will become familiar with core concepts as well as contemporary issues of importance to biological anthropology. Major topics covered include primate diversity, behavior and ecology, human adaptation, variation, and evolution using comparative, biological, primatological, genetic, paleontological, osteological, and biological methods. Regardless of your area of interest and research in anthropology, a background in biological anthropology will provide you with a breadth of understanding for the human organism.

Specific Learning Objectives:
1. Exposure to the field of biological anthropology and its subdisciplines.
2. To become grounded in principles of biological evolution.
3. Apply the comparative method to human and primate evolution and biology.
4. Understand the fundamentals of human and primate biology, evolution, variation and diversity.
5. Begin a survey into the primary literature of several important topics in biological anthropology.

Description: This is a graduate seminar. Each week, the first half of class will be an active discussion about the assigned readings. The second half of class will be an introduction to the next topic on the syllabus. Students are expected to be active and engaged in this part of the class as well. The required readings for each week will consist of five to seven peer-reviewed journal articles posted on the course Canvas site. Generally, these will be review articles that summarize the current state of understanding of a given topic, seminal theoretical papers in the field, or illustrative examples particularly well suited to learning the topic.

If you do not have an adequate background in the current topic, then you are expected to do additional background reading to prepare yourself before completing the required articles. In the schedule below, I’ve listed suggested chapters from the most popular biological anthropology text, Introduction of Physical Anthropology by Jurmain et al. that can serve as background readings for each week’s topic. You don’t need to use this particular text if you prefer another, but you will need to seek out the relevant chapters. I recommend you complete any background reading necessary in advance of the introduction to that topic.

Participation: This course is a discussion-based seminar, and therefore attendance is required and you are expected to participate in discussions every week. Your grade in discussions will be based on both the content and quantity of your participation, demonstration of familiarity with the readings, and relevance to the topic. It will also include how respectfully and thoughtfully you engage with other class members. See the “tips for success” document on Canvas for suggestions.
on how to read articles that are outside of your expertise.

**Weekly Reaction Paper:** In addition to completing the require readings for each topic, you will complete a weekly reaction paper. It should include approximately 1 page (double-spaced, 12 point font, 1” margins) of text, and be fully referenced. The goal is for you to write down your thoughts and reactions to the required readings. What I am looking for is a thoughtful critique that references both other required readings from that week or previous weeks and outside sources not included in this class. They can be from a different discipline. Do not summarize the articles. You can criticize (ideally constructively), ask questions, build on, extend, or think of different questions that could be addressed by the same approach, etc. The key thing is that it be your thoughts. Think of this as collecting your thoughts in preparation for our discussion.

**Final Research Paper:** You must write an approximately 10-page research paper on a topic of your choosing, so long as it is appropriate for this class and follows the Research Paper Guidelines on Canvas. You must finalize your final paper topic by May 2. The final paper is due on June 14 at 2:45 p.m.

**Requirements:** Evaluation will consist of participation in the class, weekly reaction papers, and a 10-page research paper. Weekly reaction papers will be due every week on the day they are discussed. The weight of each form of evaluation to the total course grade is as follows:

- Participation: 25%
- Weekly reaction essays: 25%
- Research Paper: 50%

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-69%, D = 60-69%, F < 60%, with +’s representing the top 3% and –‘s the bottom 3% of each letter.

**Classroom Etiquette:** The success of this course depends on your participation. Help make it an intellectually safe, friendly, and inquisitive environment by respecting others in the class. To this end, please:

- arrive to class on time and read all assigned articles before class begins
- do not interrupt someone else speaking in class
- silence or turn off your cell phone during class
- never text, email, instant message, or surf the web during class – in addition to being distracting and disrespectful to others, it will cost you your participation credit for the day
- never record (audio or video) any part of class unless you have my permission

**ADA Statement:** Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should meet with the instructor as early as possible. Also please request that the Accessible Education Center send a letter outlining your approved accommodations. Accessible Education Center: uoaec@uoregon.edu, 541-346-6013; http://aec.uoregon.edu
Schedule: Following is a schedule of lecture and discussion topics. Background readings from the course text are given for each lecture in parentheses. In addition to this background material, several articles will be made available each week on the course Canvas site. You should consider these readings to serve as an initial bibliography of useful articles that can serve as an entry into the literature of that week’s subject.

<table>
<thead>
<tr>
<th>September</th>
<th>Week 1:</th>
<th>No Class Rosh Hashanah</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>7</td>
<td>Week 2: Introduction, Evolutionary Theory (Chapters 2-5)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Week 3: Primate Adaptive Radiations (Chapters 6, 8)</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Week 4: Primate Behavior &amp; Ecology (Chapter 7)</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Week 5: Early Human Evolution (Chapters 9-10)</td>
</tr>
<tr>
<td>November</td>
<td>4</td>
<td>Week 6: Pleistocene Human Evolution (Chapters 11-12)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Week 7: Modern Human Origins (Chapter 13)</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Week 8: Bioarchaeology (Chapter 15)</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Week 9: Human Biological Variation (Chapters 14-15)</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Week 10: Evolutionary Medicine (Chapter 16)</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Finals: Research Papers due by 5:00 pm.</td>
</tr>
</tbody>
</table>

Readings: Below is a provisional list of the required readings by topic. These are subject to change, and I will update you accordingly.

Primate Adaptive Radiations:

Primate Behavior & Ecology:


**Early Human Evolution**


• Domínguez-Rodrigo M. 2014. Is the “Savanna Hypothesis” a dead concept for explaining the emergence of the earliest hominins? *Current Anthropology* 55:59-81 (including replies)


**Pleistocene Human Evolution**


**Modern Human Origins**


Bioarchaeology

Human Biological Variation

Evolutionary Medicine