

Syllabus Fall 2025



Introduction to Physical Anthropology: ANTH 120

Instructor: Dr. Amanda Butler (She/Her)

Office: KH 206 and Hagen 307D (Fridays)

Department: Anthropology and Earth Sciences

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Office phone: 218.477.2832

Office Hours: Friday: 1:00-3:00 pm; and also by appointment

Classroom: King Hall 115

Course Time: T/H 10:30-11:45 am; KH 115

Zoom: <https://minnstate.zoom.us/j/91339783063>

Meeting ID: 913 3978 3063

Passcode: 904344

Modality: Hyflex: you may choose fully **synchronous** remote or in-person or a combination of both.

This course is NOT asynchronous, meaning it is not designed for you to complete on your own. It is designed as a semi-synchronous course which allows students to join classes remotely in real time. I do have recorded lectures for students to utilize to 'catch up' but it is not intended as a stand-alone. Labs are available both in person and online – the in-person option does provide a more hands-on opportunity with our collection of cranium casts.

*For remote only learners – there is a scheduled field trip to the zoo in October. Reach out to me about your options.

Credit hours: 3

Learning Assistant:

- Lily Adkins (She/They)
- Mondays 10:30-11:30 am
- KH 204

Our amazing Learning Assistant has taken this class before and is eager to help you succeed, please utilize them throughout the semester.

**As a general rule, I respond to email within 24 hours during the week*

Course Description

This course is an introduction to physical anthropology, one of the subfields of anthropology. It introduces the fundamentals of biological anthropology and draws on a diverse range of other disciplines that contribute to the study of human evolution – evolutionary biology, population genetics, comparative anatomy, primatology, archaeology, geology and paleoecology. Physical anthropology looks at human society through the lens of evolutionary biology. However, biology is only part of our make-up and cannot be understood independent of culture or the physical environment in which we live and grow up. Our examination will require us to look at humanity from several different temporal and methodological standpoints, but our perspective will always be holistically anthropological in nature.

The course is roughly divided into three general areas. We will begin by studying the fundamentals of evolution and the revolution in ethnological time. You will learn about biological evolution and the history of evolutionary thought (particularly as it pertains to humans). You will also learn about modern human variation and how these course concepts aid in our continual understanding of ourselves. Our second section details our relationship to non-human primates both living and fossil forms. In the third section, we will tackle the specifics of the paleoanthropological record and learn about when, where, and how our earliest human-like ancestors lived. We will then focus on *Homo sapiens* (us!) and we will learn about what it means, both biologically and culturally, to be a modern human from the Upper Paleolithic to the present day. Along the way, you will be introduced to the basic methods and theories of archaeology and physical anthropology that allow these interpretations of the human condition to be possible. This will involve both lecture and hands-on activities. This course is designed to offer you new perspectives into what it really means to be human and maybe even inspire you to pursue other classes in anthropology!

Course Objectives

As a result of completing this course students will:

1. Understand the principles and course of human evolution from the perspective of the biological and social sciences.
2. Understand the subareas of physical anthropology including paleoanthropology, primatology, forensic anthropology, and studies of human variation.
3. Improve their critical reading and writing skills.
4. Understand the tools, theories, and methods used by physical anthropologists.

Liberal Arts and Sciences Curriculum (LASC):

This course will fulfill the requirements for a course in the LASC Goal Area 3, Natural Sciences. The competencies that will be met under this area are as follows:

1. Demonstrate understanding of scientific theories.
2. Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data,

its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.

3. Communicate their experimental findings, analyses, and interpretations both orally and in writing.
4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgements about science-related topics and policies.

Required Textbooks (1)

1. *Essentials of Biological Anthropology* by Clark Spencer Larsen. 2021, 5th Edition. W.W. Norton & Company. 504 pages.

- This text is available as a digital textbook source and accessible to you via the course D2L.

Additional articles and materials will be provided within the course site in D2L Brightspace under their corresponding weekly modules. These supplementary readings may be subject to change, though sufficient warning will be given if changes occur. Please note that ***all instructional materials*** (readings, videos, etc.) assigned in this course are ***required*** unless specifically indicated as optional.

Course Outline and Expectations

As primarily an introductory course, classes will largely be structured around a series of lectures and complementary hands-on activities/assignments. Class lectures will be used to introduce concepts, clarify course readings, and supplement course readings with additional material. Students are expected to attend class having completed the assigned reading so as to most fully participate in class.

Regular attendance and active participation are of central importance for this course to provide you with both a fun and satisfying educational experience. Good attendance, class preparation, and note-taking practices will be very important for your ability to perform well, particularly on exams and quizzes. Films, field trips, and handouts will be utilized to enhance the content of the course. Students will be responsible for knowing the concepts, terms, and topics discussed in the readings, in-class films, lectures, and handouts. Make-ups will be provided for missed exams, quizzes, or assignments per instructor prerogative. The key to a great relationship is communication.

Evaluation & Assignments

Your grade for the course will be calculated based on weighted percentages of each of the following categories (Category totals equal 100%):

- 20% of grade – Short Quizzes
- 45% of grade – Three Exams (15% each)
- 25% of grade – Activity Assignments
- 5% of grade – Film “Tweets”
- 5% of grade – Blog



Exams (x3 = 45% of grade). A total of three exams (non-cumulative) worth 45% of your final grade will be given. Each exam will be given in class and will take the entire class period. Exam questions will be multiple-choice questions, fill-in-the blank, matching, short answer, and essay.

Short Quizzes (20% of grade). A number of online & open book quizzes will be distributed throughout the semester. Quizzes will be a range of multiple-choice, matching, fill-in-the blank, and essay. The lowest quiz grade will be dropped.

Hands-on-activities (25% of grade). A series of hands-on activities will be assigned during the semester to enhance the course topics. The number of assignments is subject to change based on time, applicability, and resources. The lowest score will be dropped.

Blogs (5% of grade). A series of low-stakes blogs will be assigned during the semester. Blog posts will be associated with an assigned academic article relating to the week's topic. Each blog will be a *minimum* of 300 words. Again, the lowest score will be dropped.

Films (5% of grade). Throughout the semester, a selection of films will be watched. Each film will have an accompanying "Tweet" response that will be graded. Using either Twitter or D2L (must still use the Twitter parameters), each film assignment includes 5 "Tweet" responses that are 280 *characters* or less – 1 executive summary, 1 constructive criticism, & 3 "live" tweets. The lowest film grade will be dropped.

Extra Credit: I may announce opportunities to earn extra credit periodically throughout the semester. Such opportunities will be made available to all students in the class. Such opportunities will be listed on the course website on D2L Brightspace and announced in class.

Grading Scale

All assignments will be evaluated on a point system. Points will then be weighted by assignment accordingly (see Assignments section) to calculate your final grade. Final letter grades will be assigned on the following scale.

A	93%+	A -	90-92%		
B +	87-89%	B	84-86%	B -	80-83%
C +	77-79%	C	74-76%	C -	70-73%
D +	67-69%	D	64-66%	D -	60-63%
F	< 60%				

Course Policies

Attendance

I do not take attendance in this course. It is 100% up to the student to come to class, keep up with the work, and communicate with me when there are known absences or if you are struggling. The biggest hurdle to your success is your fear of me. Communicate with me about struggles, absences, and questions, and this

course will be a breeze. For MSUM's absence policy see this link. <https://www.mnstate.edu/about/policies-procedures/list/absences/>

Late Work

All due dates for the entire course are stated in the course schedule. Plan accordingly. I expect assignments to be completed by their corresponding due dates.

I realize that life is fluid and situations can arise that are outside of your or my control. Should you run into a true emergency and anticipate falling behind in the course, contact me immediately and we will discuss your options. Communicate with me, I'm not scary.

Acceptance of late work allowance is at the sole discretion of the instructor and for my own sanity, the cutoff for late assignments will be 2 weeks past the original due date.

Course Communications

Students must access [MSUM email](#) and the course site in [D2L Brightspace](#) on a regular basis in order to pass this course. Course related questions should be asked during available office hours or via email.

Student Email Criteria

Because I teach multiple courses at the same time, it is helpful for me if you include identifying information in any email you send to me:

1. Include the course name in each subject line.
2. Identify your first and last name at the bottom of each email.

Remember, you have Learning Assistants here to help you!

Email is regarded as a professional means of communication. We all want to experience the benefits of email in a way that is effective, efficient, and polite. Below are a few courtesies and customs to guide you when corresponding with me.

- **Email is not a text**, do not treat it as such.
- Email does not replace personal contact. Discussion of grades, personal matters, or sensitive issues should be done during office hours (virtual or in person) or by appointment.
- **Treat emails like professional correspondence and a formal letter.** Address professors by their proper title or approved name (mine would be Dr. Butler, Professor Butler, Dr. B, or Doc). Unless you have been instructed to call a professor by their first name do not assume this practice is okay, address them as 'Dr.' or 'Professor.'
- Emails starting with "Hey" or no salutation will not be answered.

Instructor Response Time

Although email promises "instant" delivery, it does not guarantee an instant response, especially in the evening or on the weekends, I have a life to maintain! Generally, you can expect me to respond to emails between 9am and 5pm on Monday through Friday within a twenty-four-hour timeframe. If you have not received an answer from me after 48 hours, check the syllabus in case your question is addressed here, or gently reach out to the LAs. Feedback on assignments will be provided to you within 1-2 weeks after the due date, but during busy times in my own life, these times might be more flexible. I will be flexible with you and you will grant me the same. I will

update the gradebook on D2L frequently.

Professional Conduct / Netiquette

This class will sometimes cover sensitive topics such as gender, ethnicity, and race. All efforts will be made to present information in a social scientific manner as well as to encourage productive dialogue and discussion. I expect all students to **treat each other and me with respect** at all times. No opinions or speech that discriminate against or are derogatory towards others on the basis of race, ethnicity, age, gender, sexual orientation, religion, political affiliation, or disability will be tolerated.

AI and Academic Honesty

AI is not going away and is truly another aspect of being human in which Anthropology is relevant! That said, in this introductory course, I am **prohibiting the use of AI (generative)** because most of what I am teaching you at this point is all about YOUR observations. In other Anthropology we will embrace AI and I will teach you how to use it and even more fun, how to think about it anthropologically! Until then – NO AI.

Here is my official policy for this Introductory course:

- Students are discouraged from using generative AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is used to assess student learning. Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present their original ideas and to give credit for the ideas of others.

Faculty members have academic freedom, which includes the authority to design and develop materials presented in a course along with deciding how to teach the course. Also, faculty members have the authority to evaluate submissions from students to determine what grade is to be given to each student in the course or on a particular activity.

When an instructor has convincing evidence of cheating or plagiarism, the instructor has a variety of options, which may include the following academic outcomes (this list is not exhaustive):

- A failing grade may be assigned for the course in which the student cheated.
- The course grade may be reduced.
- The assignment may be given a zero.
- The individual item on the assignment may be given a zero.
- The student may be required to re-submit the assignment.
- The student may be required to submit an alternative assignment that meets the same learning outcomes.

The instructor shall report the incident of academic dishonesty and the academic outcome to the college dean in instances where a failing grade in a course is given solely due to academic dishonesty. The instructor may also choose to report the incident of academic dishonesty and the academic outcome to the college dean for other cases, at the instructor's discretion. If the instructor, dean, or any other person feels the seriousness of the offense warrants additional action, the incident may also be reported to the Assistant Dean of Students, [Troy](#)

[Schmidt](#), in the Dean of Students Office, who will determine any relevant student conduct outcome.

- For students who are referred, past case history will be reviewed to determine if any additional disciplinary, non-academic outcomes should be assessed. The Assistant Dean of Students, [Troy Schmidt](#), may assess non-academic outcomes in addition to the academic outcomes in situations including, but not limited to, the following: if there are repeated academic dishonesty violations, if a student takes a test for another student, if a student obtains an unauthorized copy of a test, if a student misrepresents facts to receive a postponement or extension on a test, quiz, or other assignment.
- The Assistant Dean of Students, [Troy Schmidt](#), does not provide an academic outcome for students found responsible for violating University Prohibited Conduct Policies nor requests or initiates any academic outcome in such cases; rather, a student conduct outcome is assigned and recorded within the student's disciplinary record. See the Student Conduct Code located in the Student Handbook.

Definitions

Cheating:

Cheating includes, but is not limited to:

- The use of any unauthorized assistance in taking quizzes, tests, or examinations in the classroom or online learning environment;
- The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving homework problems, or carrying out other assignments;
- The acquisition, without permission, of tests, solution keys, or other academic material belonging to a member of the MSUM faculty or staff; or
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism

Plagiarism includes, but is not limited to:

- The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, or
- The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials or misrepresentation of student work in an online environment (i.e. submitting work prepared by someone else).

Procedures

It is important that students be provided an opportunity to respond to allegations of academic dishonesty within a reasonable time after the allegations have been made. Modifications can be made to the following, but minimal due process must be satisfied.

Minimal due process requires faculty 1) to tell the student the alleged specific behavior in question and 2) to provide an opportunity for the student to respond to the allegation prior to the faculty member determining an academic outcome. Note: In cases where a student is asked to re-submit an assignment, such as when they have improperly cited a reference, these two criteria are generally met when the instructor asks for an assignment to be corrected and resubmitted. In serious cases, due process will likely be more formal, and in such cases, it is recommended that detailed notes be kept regarding these matters.

When a case is reported to the Dean of Students Office, the Assistant Dean of Students, Troy Schmidt, will follow procedures set out in the Student Conduct Code. After the review of the case and a fair, unbiased hearing, the Assistant Dean of Students, Troy Schmidt, may take disciplinary action if the student is found to be responsible. A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Rationale

The University is committed to the core value of integrity and mutual respect in our conduct and interactions.

The value of a college degree, moreover, depends on the integrity of the work completed by the student.

University Policies

As a student of MSUM, you are expected to be familiar with all University policies. These can be found in the Policies & Procedures section of the [Student Handbook](#).

Accessibility & Accommodations Services

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Minnesota RISE Act, Statute, 135A.163. The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodations for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or accessibility@mnstate.edu (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a [Request for Accommodations form online at https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/](#) or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at Charles.Eade@mnstate.edu. Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

[Accessibility Statement in Word](#)

[Accessibility Statement in PDF](#)

Technical Support

In any online course, certain minimum technical skills are expected. In this course I expect you to be able to:

- Navigate the course site hosted in D2L Brightspace to locate materials and participate in course activities.
 - Complete a [computer check](#) prior to the start of the course to ensure your computer software is compatible with D2L Brightspace.
- Create written assignments in MS Word and presentation material via MS PowerPoint.
 - Make sure you have access to Word & PPT via [Microsoft 365](#).
- Join virtual meetings via Zoom.
 - Join a [test Zoom meeting](#) (Before our first scheduled meeting, ensure your system is compatible and you understand how to connect your audio and video.)

Should you need technical assistance, the [IT Help Desk](#) is available by phone 218.477.2603, email support@mnstate.edu, or drop-in at their desk in the library, room 122.

Technology Accessibility & Privacy Statements

Accessibility of course technologies and privacy of your personal information and data is important to us. All the

technologies that require you to sign in with your StarID have been vetted by the Minnesota State System Office for security and 508 compliance.

Links to the privacy policies and accessibility statements for the course software are available on the [Technical Requirements & Support](#) page.

Safety & Procedural Information

Sexual Violence Prevention Statement

Acts of sexual violence are intolerable. Minnesota State Moorhead expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

Faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the Title IX Coordinator in certain situations to help ensure that the students' safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. In case of emergency, please call 911. You may also choose to [file a sexual violence report](#). For further information you may reach out to one of the [Title IX contacts](#). Additional information is available online: [Sexual Harassment & Sexual Violence/TitleIX](#).

Anti-Bias

Minnesota State Moorhead has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. Incidents of hate and bias are inconsistent with the mission and values of Moorhead.

Minnesota State Moorhead acknowledges that it occupies the ancestral land of the Anishinaabe (Ojibwe), Dakota (Sisseton, Wahpeton) and Yanktonai Dakota First Nations. We will strive to build toward better relationship between our university and the indigenous people still present with us.

A bias incident is an act of bigotry, harassment, or intimidation that is motivated in whole or in part by bias based on an individual's or group's actual or perceived race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, or familial status.

If you are a student who has experienced or witnessed a hate or bias incident, we want to address the incident and provide you with resources. You can use the [online bias incident reporting form](#) and/or contact someone on the [Bias Incident Response Team](#). Additional information is available online: [Bias Incident Response](#).

Student Grievance/Complaint Process

This general procedure is applicable only to those administrative actions for which no special grievance procedure has been established. Special procedures have been established for certain academic (e.g. graduation, grades), student conduct, discrimination/harassment, and employment related matters. Students desiring to appeal actions or procedures of University administrative offices must meet with the following officials, continuing up the hierarchy as necessary to resolve the issues.

Academic Affairs

1. Department Chair of the academic discipline in which the problem arose
2. Dean of that college discipline
3. Provost and Senior Vice President for Academic Affairs
4. President

Administrative Affairs

1. Director of specific area
2. Vice President for Administrative Affairs
3. President

Student Affairs

1. Director of specific area
2. Vice President for Student Affairs
3. President

This process can also be found in the Policies and Procedures section of the [Student Handbook](#) (p. 12) (mnstate.edu/student-handbook/).

Building Emergency Plans

Whether taking your courses online, hybrid, Hyflex, or face-to-face, you may find yourself on campus at some point, so it is best to be prepared and aware. Building floor plans showing emergency exit routes, fire extinguisher locations and fire alarm pull stations are conspicuously located in classrooms, labs, conference rooms, departmental main offices and residence halls. The Emergency Preparedness Guides (flip style booklets) are located with the maps. Please review the floor plans as well as the guide so you know how to respond in an emergency to help protect yourself and others. If you have questions, please contact [Public Safety](#) by email dispatch@mnstate.edu or by phone 218-477-2449 (Public Safety phone is open 24 hours, 7 days a week).

COURSE SCHEDULE*

*Subject to modification based on class progress toward course goals and objectives.

Week	Readings/Activities/Due Dates
UNIT 1: <i>What is Physical Anthropology and the Basics of Evolution</i>	
Week 1: (AUG 26/28) <ul style="list-style-type: none"> • Tuesday: Orientation! • Thursday: Online Only Lecture: <ul style="list-style-type: none"> ○ <i>What is Physical Anthropology?</i> 	Readings: <ul style="list-style-type: none"> • Textbook Chapter 1 • BLOG ARTICLE: Trautmann (2009) pp. 2-24 - Available on D2L Assignment (Quiz 1): <ul style="list-style-type: none"> • QUIZ #1: SYLLABUS QUIZ: ONLINE (DUE 9/9/25)
Week 2: (SEPT 2/4) <ul style="list-style-type: none"> • Tuesday: Film <ul style="list-style-type: none"> ○ <i>Watch film</i> • Thursday: Lecture <ul style="list-style-type: none"> ○ <i>Evolution & Scientific Theory</i> 	Readings: <ul style="list-style-type: none"> • Textbook Chapter 2 Assignment (Film A): <ul style="list-style-type: none"> • Watch the film What Darwin Never Knew • “Tweet” Assignment - See D2L for instructions and assignment location.
Week 3: (SEPT 9/11) <ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Genetics – Variation</i> • Thursday: Lab Activity 	DUE: <ul style="list-style-type: none"> • QUIZ 1 DUE <u>TUESDAY</u> • BLOG #1 DUE: <u>TUESDAY</u> Reading & Film Clip: <ul style="list-style-type: none"> • Textbook Chapter 3 • The Hidden Genes That Make Us Human Assignment (Lab 1): <ul style="list-style-type: none"> • LAB ACTIVITY #1: Heredity & Genetics
Week 4: (SEPT 16/18) <ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Forces of Evolution: Population Genetics</i> • Thursday: Lab Activity 	DUE: <ul style="list-style-type: none"> • LAB #1 DUE: <u>THURSDAY</u> • FILM A Tweets DUE: <u>THURSDAY</u> Reading: <ul style="list-style-type: none"> • Textbook Chapter 4 • BLOG ARTICLE #1: Curry, Andrew “Why We ‘Got Milk’ July 31, 2013, <i>Scientific American</i>. - Available on D2L. • BLOG ARTICLE #2: Goodman, Alan “Race Is Real, But It’s Not Genetic.” <i>Sapiens</i>. https://www.sapiens.org/biology/is-race-real/ - Available on D2L. Assignment (Lab 2): <ul style="list-style-type: none"> • LAB ACTIVITY #2: Forces of Evolution (<i>Due in class</i>)
Week 5: (SEPT 23/25)	DUE:

<ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Modern Variation & Adaptation</i> • Thursday: Film <ul style="list-style-type: none"> ○ <i>Watch at home – no in-person class</i> 	<ul style="list-style-type: none"> • BLOG #2 DUE: TUESDAY <p>Reading:</p> <ul style="list-style-type: none"> • Textbook Chapter 5 <p>Assignment (Film B):</p> <ul style="list-style-type: none"> • Watch: Jim Crow of the North Redlining and Racism in Minnesota • “Tweet” Assignment – See D2L for instructions and assignment location. <p>Assignment (Quiz 2):</p> <ul style="list-style-type: none"> • QUIZ #2: ONLINE (Open 9/25 – 9/30)
Week 6: (SEPT 30/OCT 2)	
<ul style="list-style-type: none"> • Tuesday: Review Game Show • Thursday: Exam #1 	<p style="text-align: center;">DUE:</p> <ul style="list-style-type: none"> • QUIZ #2 DUE: TUESDAY • FILM B Tweets DUE: THURSDAY <p style="text-align: center;">THURSDAY - EXAM 1</p>
UNIT 2: <i>Primates and the Fossil Record</i>	
Week 7: (OCT 7/9)	
<ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Living Primates & Our Family Tree</i> • Thursday: Lab Activity 	<p>Reading:</p> <ul style="list-style-type: none"> • Textbook Chapter 6 <p>Assignment (Lab 3):</p> <ul style="list-style-type: none"> • LAB ACTIVITY #3: Primate Skeletal Comparison
Week 8: (OCT 14/16)	
<ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Primate Behavior and Culture</i> • Thursday: Lab Prep <ul style="list-style-type: none"> ○ <i>Setting up your Zoo Observations</i> • Friday: Zoo Field Trip (Lab #4) 	<p style="text-align: center;">DUE:</p> <ul style="list-style-type: none"> • LAB ACTIVITY #3 DUE: THURSDAY <p>Reading:</p> <ul style="list-style-type: none"> • Textbook Chapter 7 <p>Assignment (Lab 4):</p> <p>Zoo Field Trip for Primate Observation – Details TBD</p>
Week 9: (OCT 21/23)	
<ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Fossils & Time</i> • Thursday: Lab Activity 	<p style="text-align: center;">DUE:</p> <ul style="list-style-type: none"> • LAB ACTIVITY #4 DUE: THURSDAY <p>Reading:</p> <ul style="list-style-type: none"> • Textbook Chapter 8 • Fill in Dating Methods Table for Lab on Thursday <p>Assignment (Lab 5):</p> <ul style="list-style-type: none"> ○ LAB ACTIVITY #5: How do we know how old they are?
Week 10: (OCT 28/30):	
<ul style="list-style-type: none"> • Tuesday: Game Show Review • Thursday: <ul style="list-style-type: none"> ○ <i>No In-Person Class –</i> 	<p style="text-align: center;">DUE:</p> <ul style="list-style-type: none"> • ACTIVITY #5 DUE: THURSDAY <p>Readings:</p>

- watch a film on your own
- Doc and Lily @ a conference!

- Textbook Chapter 9
- OPTIONAL ARTICLE: Zhang & Harrison (2016): *Gigantopithecus blacki*: a giant ape from the Pleistocene of Asia revisited - Available on D2L
- OPTIONAL ARTICLE: Simon (2017): Why Sasquatch and Other Crypto-Beasts Haunt Our Imaginations - Available on D2L

Assignment (Film C):

- Watch [The Link: Uncovering Our Earliest Ancestor](#)
- “Tweet” Assignment - See D2L for instructions and assignment location

Assignment (Quiz #3):

- QUIZ #3: ONLINE (Open 10/28 - 11/4)

UNIT 3: *Hominin Evolution & Modern Human Dispersal*

Week 11: (NOV 4/6):

DUE:

Tuesday:

- Exam #2

- QUIZ #3 DUE: TUESDAY
- FILM C Tweets DUE: Thursday

Thursday: Lecture

- *Hominin Origins – Roots of Humanity*

TUESDAY - EXAM #2!

Readings & Film Clips:

- Textbook Chapter 10
- [No Single Cradle of Humankind](#)
- [Our Most Mysterious Extinct Cousins](#) (Paranthropus)

Week 12: (NOV 11/13)

Assignment (Lab 6):

- Tuesday: *No Class – Veteran’s Day*
- Thursday: Lab Activity

- LAB ACTIVITY #6: Hominin Skeletal Comparison

Week 13: (NOV 18/20):

DUE:

- Tuesday: Lecture
 - *Early Homo – Origins & Evolution*
- Thursday: Lab Activity

- LAB ACTIVITY #6 DUE: THURSDAY

Readings:

- Textbook Chapter 11
- **BLOG ARTICLE #1:** [Did Neanderthals Make Art?](#)
- **BLOG ARTICLE #2:** [What the Discovery of Denisovan Remains in Laos Means](#)

Assignment (Lab 7):

- LAB ACTIVITY #7: Early Homo Skeletal Comparison

Week 14: (NOV 25/27):

DUE:

- Tuesday: Lecture
 - *Modern Humans: Neandertals & AMH*

- BLOG #3 DUE: TUESDAY
- LAB ACTIVITY #7 DUE: TUESDAY

<ul style="list-style-type: none"> • Thursday: No Class: FALL BREAK 	<p>Readings & Film Clips:</p> <ul style="list-style-type: none"> • Textbook Chapter 12 • The Neanderthals That Taught Us About Humanity (9 min) • How Humans Became (Mostly) Right-Handed (8.5 min)
<p>Week 15: DEC 2/4</p> <ul style="list-style-type: none"> • Tuesday: Lecture <ul style="list-style-type: none"> ○ <i>Our Past 10,000 Years</i> • Thursday: Lab Activity 	<p>Readings & Film Clips:</p> <ul style="list-style-type: none"> • Textbook Chapter 13 • When Did We Stop Being Naked? (9 min) • The Invisible Barrier Keeping Two Worlds Apart (8 min) <p>Assignment (Lab 8):</p> <ul style="list-style-type: none"> • LAB ACTIVITY #8: Neandertal & AMH Skeletal Comparison <p>Assignment (Quiz 4):</p> <ul style="list-style-type: none"> • QUIZ 4: ONLINE (Open 12/4-12/11)
<p>Week 16: DEC 9/11/16</p> <p>Tuesday: <i>FINAL Game Show Review</i></p> <p>Thursday: NO CLASS – finals begin</p> <p>TUESDAY (DEC 16): Exam 3</p>	<p>DUE:</p> <ul style="list-style-type: none"> • QUIZ #4 DUE: WEDNESDAY • LAB ACTIVITY #8 DUE: TUESDAY <p>EXAM 3: TUESDAY, DEC 16 @ 9:45 AM</p>