



ANTH 1020
Human Origins: Evolution and Diversity
Fall 2024

Tuesdays/Thursdays; 10:45AM – 12:05PM; GC 2900

INSTRUCTOR

Prof. Thomas Kraft

Pronouns: he/him/his

Office Location: GC 4445

Contact: thomas.kraft@utah.edu or via Canvas

- Please always include “ANTH 1020” in the subject line of emails
- Please allow 48 hours for a reply

Office Hours: Tuesdays from 1:00-2:00 pm or by appointment

- To schedule an appointment, please email me to find a time that works for both of us
- Meetings can be setup in person or over Zoom

TEACHING ASSISTANT

TBD

Contact: @anthro.utah.edu or via Canvas

- Please always include “ANTH 1020” in the subject line of emails
- Please allow 48 hours for a reply

Office Hours: Day Time

- Or by appointment, in-person or over Zoom
- Location:

TEXTBOOK

- Larsen, Clark Spencer (2019). *Our Origins: Discovering Biological Anthropology 5th Edition*. W. W. Norton: New York, NY.

This textbook along with all other digital materials for the course are available via the Inclusive Access program from the University of Utah Campus Store. You should automatically receive free access to course materials for the first two weeks of class, after which you will have the option to “opt out” and receive a refund of your course fee. You are strongly advised to stick with Inclusive Access as it provides all digital resources from the first day of class at a significantly reduced cost. For those students choosing to opt out, it will be necessary for you to purchase a copy of the textbook elsewhere. Purchasing a new physical copy of the book from the bookstore will come with a registration card that can be redeemed online for access to digital course materials. Anyone purchasing a used copy of the book can purchase access to the other digital course materials separately for \$20 at:

<https://digital.wwnorton.com/ourorigins5>

OTHER REQUIRED READINGS

Other supplemental readings will be assigned in class and posted to the course Canvas website.

GENERAL NOTE ON READINGS

Throughout the course, readings will be labeled in Canvas as “Required” (you will be responsible for the material in this reading) or “Supplementary” (the information in this reading might be helpful for context or clarification of topics covered in lectures and activities, but the reading is not required). Students with a special interest in a given topic are also encouraged to ask for further reading suggestions which the instructor can provide!

COURSE DESCRIPTION AND OBJECTIVES

This course provides an overview of biological (also sometimes referred to as “physical” or “evolutionary”) anthropology, the central goal of which is to understand the biological origins, evolution, and diversity of humans. Through lectures, readings, and activities, students will gain a better understanding of topics such as evolutionary theory, genetics, anatomy, primate biology and behavior, life history theory, human biology, cognition and intelligence, and the human fossil and archeological record. Students will further become comfortable accessing, understanding, and critically evaluating primary scientific publications.

LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Describe variation among humans and their closest relatives (living and extinct) across the world and through time.
2. Explain aspects of human variation in anatomy, behavior, and life history using evolutionary theory.
3. Evaluate and synthesize specific hypotheses about human origins and variation using empirical data.

TIPS FOR SUCCESS

My general recommendations for students in this class are to: (a) attend all classes, (b) complete all assigned readings before class, (c) regularly check Canvas, (d) use efficient note-taking strategies in class, (e) regularly review notes and lecture slides, and (f) complete all assignments on time. In short, keeping up with the course and reviewing information on a consistent basis to avoid falling behind. Students are encouraged to come to the instructor or teaching assistant with questions about course material, expectations, studying, etc. at any time.

CANVAS

Students should regularly check the course Canvas site, as it will be frequently updated and contains lectures, readings, assignments, etc. central to the course.

ATTENDANCE

You will not be graded on attendance, and all lecture slides (not recordings) will be posted to Canvas before or after each class when possible. However, attendance is strongly advised and I expect that it will be critical to success in this course.

COURSE REQUIREMENTS

Requirements will be discussed in more detail in class

- **Quizzes.** For each chapter of the textbook, there will be open book Canvas quizzes due *prior* to each class where a given chapter has been assigned. Quizzes appear on Canvas as interactive “Inquizitive” assignments for a given module. There will be a total of 10-14 quizzes throughout the semester. These quizzes are designed to make sure that students are understanding the readings and keeping up with course material. They also should give you a feel for the types of questions that will show up on exams. Note that these quizzes are open book and you can continue answering questions until you receive a perfect score, so there is no reason why you should not be able to get a perfect score on all of these! One quiz with the lowest score will be dropped. *20%*.
- **Exams.** There will be two midterm exams offered throughout the course. These will be offered in-person during class periods. *19% each*
- **Final Exam.** In-person, semi-cumulative. *19%*
- **Bipedalism lab.** There will be an in-class bipedalism lab midway through the semester, accompanied by an assignment to be completed partially within and partially outside of class. *10%*.
- **Scientific article response.** Over the course of the semester, students will find a primary scientific article that is featured in a recent popular news article, and provide a short description and response to the article. More details will be provided on Canvas. *10%*.
- **Anthropological questions response.** On the first day of class, you will be asked to brainstorm a question related to biological anthropology and a possible hypothesis to explain it. These will be submitted as a discussion forum post on Canvas that everyone can see. At the beginning of lectures the professor will choose one of these questions for a brief discussion. More details will be provided on Canvas. *3%*.

Note: Although exams will typically include some extra-credit questions, requests for ad-hoc extra credit throughout the semester will not be accommodated.

GRADING

Late policy:

- Assignments due outside of class will have deadlines (date and time in MST) specified clearly on Canvas. Assignments submitted after the due date will automatically receive a 10% deduction. Assignments will continue to receive an additional 10% deduction for each day that they are late, *up to a maximum reduction of 70%* (for a final possible grade of 30%). Note that this means it is always worth completing an assignment, even if the due date is long past!
- In-person assignments (labs and exams) require attendance and cannot be submitted late.
- Missed assignments cannot be made up except under extreme circumstances.
- Keep note of the dates that assignments close. In most cases, assignments will remain open for a few days after they're due to allow submission of late assignments. However, in some cases, there will not be an extended submission window.

*** If you are unable to make it to an in-person exam due to a legitimate excuse, you must let the instructor know at least 48 hours in advance to schedule a make-up exam. ***

Final grades will be assigned using the standard University of Utah +/- system

- 93-100%: A
- 90-92.99%: A-
- 87-89.99%: B+

- 83-86.99%: B
- 80-82.99%: B-
- 77-79.99%: C+
- 73-76.99%: C
- 70-72.99%: C-
- 67-69.99%: D+
- 63-66.99%: D
- 60-62.99%: D-
- <60%: E

WORKLOAD

According to University of Utah Policy 6-100 (III-C): “It is generally expected throughout the University that there is at least one hour in class and two hours outside of class per week or the equivalent combination connected to every credit hour for the appropriately prepared student.”

Because this class is 3 credit hours, this policy translates to an expectation of an average of approximately 9 total hours of work per week. Generally, there will be approximately 2-3 hours of lectures per week, leaving ~6 hours per week for students to devote to readings and quizzes outside of class. This course is intentionally designed so that students will have plenty of time outside of class to organize notes and study on a weekly basis.

EXPECTATIONS FOR ACADEMIC CONDUCT

Throughout the semester, students are encouraged to study together and learn from their peers. However, *students are expected to always submit **their own** work*. This includes:

- No collaboration of any kind during exams and quizzes.
- No collaboration on writing assignments and all writing should be in the student’s own words (i.e., no copying and pasting from the article, no ChatGPT).
- No plagiarism of any kind from internet sources, other students, etc. (e.g., do not copy/paste from Wikipedia). Along these lines, it’s worth noting that top Google hits for many of the topics we cover in class are inaccurate. Ensure that you use the course’s lecture slides and textbook as your primary source of information within the course.
- In addition, everyone in the class (students, instructor, TA) is expected to treat all other individuals with respect at all times and foster a safe, supportive classroom environment free from disruption.

COURSE SCHEDULE

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you and this schedule is subject to change.

Week	Date	Lecture Topics	Readings	Assignments (due on date listed)
1	Aug 20	Introduction: What is biological anthropology?		Assigned: Burning anthropological question post

	Aug 22	Evolution: history and basics	Our Origins Chs. 1 + 2	Inquizitive Ch. 2
2	Aug 27	Genetics	Our Origins Ch. 3	Inquizitive Ch. 3 Due: "Burning anthropological questions" submission
	Aug 29	Mechanisms of Evolution	Our Origins Ch. 4	Inquizitive Ch. 4
3	Sept 3	Forces of evolution	Perry et al. 2007	
	Sept 5	Phylogenetics and Intro to Primates	Our Origins Ch. 6 (pp. 167-181)	Inquizitive Ch. 6
4	Sept 10	Primate overview and diversity	Our Origins Ch. 6 (pp. 182-206)	
	Sept 12	Primate diet and ecology	Our Origins Ch. 7	Inquizitive Ch. 7
5	Sept 17	Primate behavior, ecology, and sociality	Our Origins Ch. 7 (finish reading if not already completed)	
	Sept 19	Fossils and dating methods	Our Origins Ch. 8	Inquizitive Ch. 8
6	Sept 24	EXAM 1 (in class)		
	Sept 26	Early primate origins and evolution	Our Origins Ch. 9	Inquizitive Ch. 9
7	Oct 1	Paleoecology guest lecture	TBD	
	Oct 3	Early hominins I	Our Origins Ch. 10	Inquizitive Ch. 10
8	Oct 8	NO CLASS: FALL BREAK		
	Oct 10			
9	Oct 15	Early hominins II	1. Burtele foot news article 2. Haile-Selassie et al. 2012 (optional)	
	Oct 17		NO CLASS, PROFESSOR OUT OF TOWN!	
10	Oct 22	Bipedalism lab		Assigned: bipedalism lab
	Oct 24	Bipedalism lab		Assigned: bipedalism lab
11	Oct 29	Origins and evolution of the genus <i>Homo</i>	Our Origins Ch. 11	Inquizitive Ch. 11
	Oct 31	Later <i>Homo</i>	Our Origins Ch. 12	Inquizitive Ch. 12 Due: Bipedalism lab
12	Nov 5	EXAM 2 (in class)	None	

	Nov 7	Modern human origins and dispersal	(make sure you completed last assigned reading: Ch. 12)	
13	Nov 12	Life history and brain evolution	Our Origins Ch. 5 (129-141)	Inquizitive Ch. 5
	Nov 14	Hunter-gatherers and behavioral ecology	Marlowe 2005	Assigned: Scientific article response
14	Nov 19	Domestication and the transition to agriculture	Our Origins Ch. 13	Inquizitive Ch. 13
	Nov 21	Evolutionary medicine	“Why we get sick” preface + Ch. 1 Optional: Stearns 2012 Optional: Nesse & Schulkin 2019	
15	Nov 26	Race / human diversity	Our Origins Ch. 5 (125-128) Review of: <i>A Troublesome Inheritance</i>	Due: Scientific article response
	Nov 28		NO CLASS: THANKSGIVING BREAK	
16	Dec 3	Recent and future human evolution	Our Origins Ch. 14	Inquizitive Ch. 14
	Dec 5	<i>Reading week (no class)</i>	Study for final exam	
	Dec 11	FINAL EXAM 10:30 am – 12:30 pm GC 2900	None	

Land acknowledgment

The University of Utah sits on land that is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. We recognize and respect the enduring relationship that exists between many Indigenous peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm our commitment, as part of the University of Utah, to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

UNIVERSITY POLICIES AND REGULATIONS

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call

campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. **COVID-19 Statement**
The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit <https://coronavirus.utah.edu>.

5. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

6. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

7. Student code and accommodation policy:
 - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
 - b. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>

8. ***Student Mental Health Resources***
 - *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including counseling, trainings and other support.*

- Consider participating in a [*Mental Health First Aid*](#) or other *wellness-themed* training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues
9. ***Diverse Student Support.*** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a Pan-African lens, the Black Cultural Center seeks to holistically enrich, support, and advocate for faculty, staff, and students through Black-centered research, culturally affirming educational initiatives, and service. The Black Cultural Center will enact this mission through

intentional programmatic learning outcomes, envisioned to build a sense of belonging and community at the U, with the goal of increasing the recruitment and retention of Black faculty, staff, and students. Through research, education, and service this center will promote and explore race/racism, social justice, cross disciplines, community connections, centering the Black voice, leadership, and the larger African diasporic community.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity and Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support