

ANTH 6030: Seminar in Biological Anthropology

Mon / Wed 2 – 3:15 pm Dunbar 3203

Professor: Dr. Jacqueline Eng	Office Hrs: M/W 11:30-12:30pm (or by appointment)
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Course Description:

This seminar will examine the central problems and concepts of biological anthropology, laying the foundation for graduate students in Biological Anthropology as well as providing an overview of the field for graduate students in other areas of anthropology. We will center our discussions around four main themes. First, we review readings about evolutionary theory as this is the main theoretical paradigm of biological anthropology. This includes discussion of the debate regarding intelligent design. Second, we explore scientific racism in anthropology in the past, and with this historical view and evolutionary understanding of human adaptation and variation, we also explore several subfields of biological anthropology. Then we discuss osteology and ethical considerations of studying human remains as highlighted by the federal law, NAGPRA. For our final weeks, we examine biocultural issues through the lens of political economy and its impact on the health of humans past and present.

Required Readings:

1. D. Young. 2007. *The Discovery of Evolution* (Paperback). Cambridge Univ. Press.
2. E. Angeloni et al. (eds). 2009. *Round Table Viewpoints: Physical Anthropology*. McGraw Hill.
3. AH. Goodman and TL. Leatherman (eds.). 1998. *Building a New Biocultural Synthesis*. The University of Michigan Press.
4. Pdf's as found primarily in e-Course Reserves (password:**bioanth**) and/or on e-learning found under our course number, in the "Reading" folder. This includes supplemental readings that may not be specifically discussed in class, but is for your interest.

Grading Criteria:

Students will be evaluated by three major criteria:

1. **Student led discussion (40%):** on TWO specific dates you sign up for, a pair of students is in charge of the readings for that class, which includes assigning 4 additional readings (different from those I have already assigned) for the class to discuss. That is, each student of a pair finds two extra **peer-reviewed** (scientific) articles/chapters that are related to that discussion day's topic. You then go to e-learning at *least three days before* the assigned dates and post pdfs or links to those readings for the class. Using *all* articles assigned, student discussion leaders should each prepare questions for in-class discussion. You must also submit to me an annotated bibliography (includes brief paragraph summary and short critique) of the two extra articles you individually assigned (1-2pg).
 - a. Format & guidelines for annotated bibliography may be found at:
<http://owl.english.purdue.edu/owl/resource/614/01/>
 - b. E-learning (post at least 3 days prior): under "Discussions" open link to the appropriate date for your pair, and click "Create message" to add information, including the links to article or attachment of the pdfs of the articles.

- c. Breakdown per discussion (each worth 20%): 10% leading class discussion effectively, which includes posting extra assigned readings on time, and 10% annotated bibliography in proper format, due the day of the discussion.
2. **Student participation* during discussion (20%):** you are expected to contribute regularly to class discussions. That means doing all assigned and posted readings by peers, and being ready to add comments in class, which can include questions about points not raised, and any other perspectives you've gained from other readings/classes.
- a. Note, on the dates near the end of the semester labeled "Student's Choice" I've provided a broad topic to be discussed while students are in charge of each researching and providing one article to present to the class for ~3min or so.
 - b. "Student's choice" readings must be posted as a pdf or link to the article in the "Discussion" thread found in e-learning for that date. Everyone should post at least 2 days before that lecture so that classmates can at least skim the articles.

*Note, graduate students are expected to be professional and attend every class; unexcused absences (that is, those not documented by a legitimate doctor's or legal note, etc.) are unacceptable. After the fourth unexcused absence, you will receive an automatic failing grade.

3. **Final project is a final paper and Powerpoint presentation (40%):** Your topic is somewhat open-ended: you may pick a time period of the development of biological anthropology (major "eras" are delineated in several articles you will read), or a specific controversy (e.g., racial anthropology, eugenics, NAGPRA, primate studies, ethics, potential for DNA (mis)-use, etc.), or a historical figure in the field who has greatly influenced research for better or for worse (e.g., Boas, Hrdlicka, Hooten, Washburn, etc.). Discuss the history of that topic and current literature, as well as your critical evaluation of the problem and recommendations for its resolutions.
- a. Outline (1 pg) of topic and list of at least five peer-reviewed references, for my approval of topic, due 10/25. Worth 5%.
 - b. Powerpoint presentation (15%) given during final week of classes. More details to follow, but no longer than 8-10min.
 - c. Final paper (20%): 12-15 pages, due the date of the final exam (no final exam given), must be in my mailbox by 5pm that day, Dec 15. Use APA format for in-text and creation of "References" cited list. Must have at least 15 peer-reviewed sources that you've researched (not from reading list I've assigned, though those can be additional sources).
4. Note, all late papers/assignments will be deducted a full grade for each day late.

Kalamazoo Valley Museum exhibit of "Race: Are We So Different"

This exhibit will be at the KVM from Oct 2. – Jan. 2, 2011. I encourage everyone to visit the museum in your free time, and to explore the associated AAA website www.understandingrace.org. We will also visit this exhibit on a class date, Nov 15, but again I encourage a pre-visit as there is much to absorb. The following class date we will discuss the material presented in light of several things including: 1) how well the three themes of the

exhibit were conveyed; 2) what still needs to be addressed; and 3) your understanding of the material having explored some issues in previous weeks' readings and discussions.

STUDENTS WITH DISABILITIES: If you are a student with a disability and would like to discuss special academic accommodations, let me know as early as possible. Also please contact Disabled Students Resources and Services at 2210 Wilbur Ave (269) 387-2116, who will provide the necessary documentation.

ACADEMIC INTEGRITY: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Academic Integrity. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with Dr. Eng if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE SCHEDULE

Week 1	Lecture Topic	Reading	Discussion
8-Sep	Introduction	Young: Ch. 1-3; Spencer 1981	
Week 2	<i>Evolution</i>		
13-Sep	Lamarck to Darwin's natural selection & Mendelian genetics	Young: Ch. 4-7	
15-Sep	Modern evolutionary synthesis to questions of theory	Young: Ch.8-end	
Week 3	<i>Evolution & Biological Anthropology</i>		
20-Sep	Evolution today and in bioanthropology	RT: Issue #1.2-1.3 & 6.1; Marks 1995	
22-Sep	Issues: Intelligent Design	RT: Issue #2 articles	Pair 1
Week 4	<i>History of "Physical" Anthropology</i>		
27-Sep	From Broca to Hrdlicka	Boas 1899; Hrdlicka 1908; Little & Kennedy 2010; Spencer 1997	Pair 2
29-Sep	Post WWII: "New" physical anthropology	Washburn 1951; Harraway 1989; Stini 2010	Pair 3
Week 5	<i>Racial Anthropology</i>		
4-Oct	Scientific racism in America	Brace 1982; Coon 1962; Dobzhansky et al 1963; Hooten 1936; Provine 1973	Pair 4
6-Oct	Issues: Eugenics, ethics	RT: Issue #4 articles; Marks 2010	Pair 5
Week 6	<i>Paleoanthropology</i>		
11-Oct	History of examinations into human origins	Sigmon 1997; Tattersall 2000; Foley 2001	Pair 6
13-Oct	Issues: Origins of humans (special attn to <i>Ardipithecus</i>)	Tuttle et al. 1974; White et al 2009; Lovejoy 2009; Sarmiento 2010 & White 2010 response; RT:5.1	Pair 7
Week 7	<i>Primatology</i>		
18-Oct	Studies of non-human primates	Sussman 1997; Fleagle 2000; Rodman 1999	Pair 8
20-Oct	Issues: Concerns in primate research	RT: 8.1, 8.2,8.4; Perry 2006	Pair 9

COURSE SCHEDULE (cont'd)

Week 8 <i>Bioarchaeology</i>			
25-Oct	Skeletal biology in paleopathology and bioarchaeology (<i>Paper outline DUE</i>)	Armelagos & vanGerven 2003; Larsen 2006; Landau&Steele1996	Pair 10
27-Oct	Issues: Ethics and NAGPRA	RT: 5.4; Rose et al. 1996; Walker 2008	Pair 11
Week 9 <i>Biocultural synthesis</i>			
1-Nov	Introduce "biology of poverty" theme	G&L: Ch 1, Ch 2	Pair 12
3-Nov	Past populations	G&L: Ch. 5-7	Pair 13
Week 10 <i>Biocultural synthesis cont'd</i>			
8-Nov	Case studies	G&L: Ch. 9, Ch.14; RT:7.3	
10-Nov	Critical bioanthropology	G&L: Ch.15-16, Ch. 19	Pair 14
Week 11 <i>KVM: Race exhibit</i>			
15-Nov	Class time to visit Race exhibit	visit: http://www.understandingrace.org/	
17-Nov	Discussion on exhibit	Jablonski & Chaplin 2002; AAPA 1996 stmt on race; Duster 2005	
Week 12 <i>Current events: Student's choice</i>			
22-Nov	Current events - Student's choice	Larsen 2010; students each pick 1 reading to post on e-learning before class	
24-Nov	No class - Happy Thanksgiving!		
Week 13 <i>Review of issues: Student's choice</i>			
29-Nov	Topic: historical figures in biological anthropology	Students each pick 1 reading to post on e-learning before class	
1-Dec	Topic: controversy in biological anthropology		
Week 14 <i>Presentations Week</i>			
6-Dec	Presentation Day 1		
8-Dec	Presentation Day 2 (last day of class)		
Week 15 Final's week: Research paper due by 5pm Wed 12/15			

Notes:

- “Young” refers to D. Young’s evolution textbook; “RT” refers to Angeloni et al.’s “Round Table” textbook; and “G&L” refers to the Goodman & Leatherman (eds.) biocultural textbook. Read by the lecture date assigned.
- Most readings are posted in e-reserves, but some are found in e-learning.
- This syllabus is subject to change: any changes to the syllabus or readings will be announced in class/online.