

**Anthropology 310: Human Variation**  
**Fall Semester 2016**

**Instructor:**

Dr. Meradeth Snow

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Office Hours: 2-5pm Thursdays in 219 Social Sciences & by appointment

**Class Information:**

Tuesdays and Thursdays 11:00am-12:20pm in LA 106

**Textbook & Readings:**

1. Mielke, JH, Lyle W. Konigsberg, and John H. Relethford. *Human Biological Variation*. 2<sup>nd</sup> Edition. Oxford University Press; New York, NY.
2. Supplemental readings will be posted on the course Moodle site. These will provide material for discussion in class and are required reading. Please note, you should read each article critically: they are chosen more to make you *think*, and not for memorization.

**The Purpose of Anthropology 310:**

The goal of this course is to examine biological explanations for how variation arises among humans, as well as how studies of human variation influence society both past and present. We will consider genetic, phenotypic, sex, and behavioral differences among humans, as well as the theory, methods, and ethics involved in scientific studies of humans. Through the course students will be expected to explain human variation from a biological perspective, understand, interpret and react to current and future human biological studies, and research. As this course fulfills a writing requirement, students are also expected to complete written work on a specific topic of interest and intelligently discuss multiple topics and readings related to human variation studies.

**Grades:**

Exams:

Midterm Exam: 20%

Final Exam: 25%

Research Paper:

Outline: 5%

Draft of paper: 5%

In-class presentation: 5%

Research Paper: 20%

Problem Set: 10%

Participation: 10%

**Online Materials:**

This course will have a significant portion of the required materials posted to Moodle. It is advised that you regularly check this resource to ensure you are up-to-date on what you might need. Also, please note that your professor is not responsible for any trouble accessing the site that may arise, especially the night before an exam.

**Examinations:**

The midterm exam will be primarily made up of term identifications, short answer, and short essay questions. The final exam will be entirely composed of multiple choice questions.

The midterm exam will test your knowledge and understanding of material covered from the start of class through Week 7. The final exam will test your knowledge and understanding of material covered during weeks 8-15, including the presentations of student papers. Although the final is not technically cumulative, many concepts are, and you may find terms and examples from the first half of the class helpful on the final exam.

**Research Paper:**

Your research paper will be written on a topic of your choice—something of interest to you within the realm of human biological variation, including all topics covered in this course. You are encouraged to talk to your instructor about your topic to ensure that it is suitable. You should have your topic chosen by the midterm (although nothing is required to be turned in at this time), and a significant amount of research completed before you turn in your outline.

The paper is composed of three parts: your outline, in-class presentation, and the paper itself. Detailed instructions can be found on Moodle in the document labeled Research Paper Instructions. Please note that an initial draft of your paper is due November 29th, to obtain feedback before your final paper is due. You are also welcome to bring drafts to my office hours before this date and will receive credit.

This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your paper will be stored in a database. A random selection of student papers will be assessed by a group of faculty using a rubric developed from the following writing learning outcomes.

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
- Demonstrate appropriate English language usage

The rubric score points are: (4) advanced, (3) proficient, (2) nearing proficiency, and (1) novices. This assessment in no way affects either your grade or your progression at the university.

**Problem Set:**

The problem set assigned to you will be distributed via Moodle and will cover information presented during the first half of the course. You will be asked to apply formulas and reason out problems applicable to human variation studies. A practice problem set will be distributed prior to this for you to complete and which will be solved during week 6. You will be graded on your work, how well it is labeled, your explanations, and the answers you obtain. You are welcome to seek help from your instructor, but I warn against using other students as sources of help—group work often leads to group-wide point loss. This problem set may take quite a bit of time; do not wait until the last minute to begin!

**Participation:**

The participation portion of the class will be based on your contribution to classroom discussions that will take place throughout the semester. These will be primarily composed of answering written questions which will then be discussed as a group. Your attendance and thoughtful and respectful analysis of the assigned readings for the classroom discussion will be counted toward your grade. Several weeks will also have small assignments that will accompany the reading—these will be announced widely in class.

**Make-up or Missed Exams:**

Exams will **not** be re-administered unless approval is obtained at least 24 hours prior to the exam, with a legitimate excuse (such as health reasons, with a doctor's confirmation). If you miss an exam you must contact your professor within 24 hours, with a documented excuse, in order to obtain permission to take the exam. If you know you will miss an exam ahead of time you must make an appointment at least **two weeks** in advance to take it early.

**Late Assignments:**

Assignments submitted after the due date will **not** be accepted unless you have a documented, legitimate excuse and have contacted your instructor within **24 hours** of the due date. Please contact your instructor well in advance if you know there will be a problem submitting your assignment. Email submissions will **never** be accepted.

**How to Succeed in ANTY310:**

Those students who have completed my courses successfully often display similar tendencies. I highly recommend taking these into account when judging what grade you hope to achieve in the course. These include:

- 1) Attend every lecture and take notes on the material.
- 2) Ask questions when confused about a topic or concept, either in class or during office hours, well before an exam.
- 3) Complete readings before class, annotating or taking notes while reading.
- 4) Participate in discussions of the material, either in class or with the TA and instructor.
- 5) Maintain a positive, self-motivated attitude.

**Code of Academic Conduct:**

With regard to academic dishonesty, this class has a zero-tolerance policy and will promptly deal with any acts of academic dishonesty (cheating, plagiarism, or unauthorized help on

assignments, etc.) according to university policy. For further information on what falls into these categories see: [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). If you have questions or concerns, please feel free to contact your professor.

**Students with Disabilities:**

Students with disabilities may request reasonable modifications by contacting your instructor. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see <http://www.umt.edu/disability>).

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading &amp; assignments</b>	
1	1	8/30	Syllabus & Introduction to “Race”	Course Syllabus
	2	9/1	History of the concept of race I	Mielke chapter 1
2	3	9/6	History of the concept of race II & discussion	Lee (1993)
	4	9/8	Eugenics	
3	5	9/13	Film: Nazi Medicine	
	6	9/15	Basic genetics & multifactorial inheritance	Mielke chapter 2
4	7	9/20	Modern Synthesis	Mielke 239-244
	8	9/22	Hardy-Weinberg	Mielke 50-58
5	9	9/27	Chi Squared and basic stats	
	10	9/29	Nature vs. Nurture controversy	Mielke 244-250
6	11	10/4	Practice Problem Set solved	<b>Review Practice P.S. before class</b>
	12	10/6	Human sexuality	Langstrom (2010), Mielke 348-353, Jannini et al (2015)
7	13	10/11	Review for midterm exam	
	14	10/13	<b>MIDTERM EXAM</b>	<b>Paper topic must be selected</b>
8	15	10/18	Research paper guest lecture	
	16	10/20	Traits of simple inheritance	Mielke chapter 7 & 8
9	17	10/25	Multifactorial Inheritance I	Brues (1959) & Weaver et al (2007)
	18	10/27	Multifactorial Inheritance II	Mielke chapter 11 & 12
10	19	11/1	Molecular anthropology	<b>Problem set DUE</b>
	20	11/3	Sex-chromosome “abnormalities”	
11	21	11/8	NO CLASS	<b>Go Vote!</b>
	22	11/10	Research Library Meeting (attend. required)	<b>Outline DUE</b>
12	23	11/15	Intelligence & IQ Results with discussion	Mielke 353-363, Gelade (2008)
	24	11/17	Human genome diversity project & ethics	Cavalli-Sforza (2005) & Tabor et al (2011)
13	-	11/22	NO CLASS	
	-	11/24	NO CLASS	
14	25	11/29	Student Presentations	<b>First Draft of Paper DUE</b>
	26	12/1	Student Presentations	
15	27	12/6	Student Presentations	
	28	12/8	Review for final exam	<b>Final Paper DUE</b>
		12/14	<b>FINAL EXAM at 10:10-12:10am in LA 106</b>	

\*Small changes to this syllabus may be made, but will be announced widely!