

# IDS 2935 What Do Bones Tell Us?

## Quest 2

### I. Course Information

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Spring 2024

Meeting Day/Time: MWF 8:30-9:20am (three different class sections for Friday labs)

Location: 2319 Turlington Hall (Monday and Wednesday); B304 Turlington Hall (Friday)

Primary General Education Designation: Biological Sciences\*

\*A minimum grade of C is required for general education credit\*

#### Instructor

Instructor – John Krigbaum, Ph.D. (Anthropology, CLAS)

Office location: 1350A Turlington Hall

Office hours: Mondays and Wednesdays, 1-3pm (and by appointment)

Phone: (352) 294-7540

Teaching Assistant – Belkis Abufaur

Office location: B307 Turlington Hall

Office hours: TBD

Phone: TBD

#### Course Description

*What Do Bones Tell Us?* focuses on the human skeleton and its transformation over time. The course will review basic terms and concepts in human anatomy, embryology, and physiology, and introduce students to fundamentals in evolutionary biology, vertebrate paleontology, biological anthropology, and bioarchaeology. As a general education biological science course ('B'), *What Do Bones Tell Us?* focuses on the biological and biocultural history of the human skeleton. Students will learn how diverse areas of science contribute to what we know about the human skeleton, and students will consider how we as a society benefit from that detailed knowledge. The course explores biocultural facets of modern human biology and behavior, and the myriad types of information gleaned from skeletal tissue to understand (and appreciate) the human condition, past and present. Course content and delivery will permit students to ask big questions such as who are we and where do we come from?

*What Do Bones Tell Us?* provides students the opportunity to develop an appreciation of the comparative method used routinely in the life sciences and to explore the role of homology in vertebrate evolution through an appreciation of their own human skeleton. Through active learning activities and group projects, students will develop critical skills in the analysis and interpretation of qualitative and quantitative data to understand animal diversity. It introduces fundamentals about vertebrate and human evolution and reinforces how scientific inquiry contributes substantively to increased knowledge about our world, and its maintenance. How does knowledge of vertebrate biodiversity contribute to what we know about our skeletons and ourselves? How does an evolutionary

perspective of human evolution contribute to who we are today and how might society benefit from that knowledge?

*What Do Bones Tell Us?* weaves lecture and discussion in each 50-minute class session. Lectures on Mondays and Wednesdays focus on key content and concepts. Friday class meetings led by the Teaching Assistant focus on group activities and discussion of assigned readings/videos (which should be read/viewed prior to class).

*What Do Bones Tell Us?* provides students basics in the biological sciences to contemplate their bodies and their place in nature. Students will be encouraged to have the autonomy to reflect on the spatial and temporal scales of the human skeleton and to appreciate its form and function. Through individual and group activities and discussion, the course provides students the opportunity for individual and group reflection and constructive thinking about how interdisciplinary inquiry works, and how to apply creatively new lines of inquiry to their own areas of interest at the University of Florida (and beyond).

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

## **Required & Recommended Course Materials (to purchase/rent)**

Required:

Lieberman, Daniel E. (2013) *The Story of the Human Body*. New York: Pantheon. (2014 paperback edition, Vintage Books, 460 pp.) (author's [webpage](#))

Switek, Brian (2019) *Skeleton Keys: The Secret Life of Bone*. New York: Riverhead Books. (276 pp.) (author's [webpage](#))

We will also steer you to explore various blogs in the field writ large. Here are a few for starters: [Scientific American](#) (e.g., [laelaps](#)); [Carl Zimmer](#); and [John Hawks](#)

Recommended:

Bahn, Paul (2003) *Written in Bones: How Human Remains Unlock the Secrets of the Dead*. Buffalo, NY: Firefly Books. (192 pp.)

Shubin, Neil (2009) *Your Inner Fish: A Journey into the 3.5-Billion-Year History of the Human Body*. New York: Vintage. (256 pp.)

**Materials and Supplies Fees: N/A**

## II. Coursework & Schedule

### 1. List of Graded Work

Assignment	Description	Requirements	Points
Lab-Based Group Activities	Students will forge 5 teams of 3 in each lab section (Fridays) and collaborate on various projects to present to class. (n=10)	In class participation	150
Annotated Bibliography (AB#)	Each week, students will upload a page or two of condensed notes on assigned reading assignments, and identify/define key words and concepts. This annotated bibliography (AB#) is cumulative, and will grow each week. All articles identified with (*) should be reviewed and include 2-3 sentences that describes what the article is about and its significance. (n=15)	Uploaded 'AB' Document (by Sunday, 11:59pm)	150
Homework Assignments (HW#)	Students will be assigned homework (HW#) exercises (n=10) based on discoveries of remarkable skeletal remains and the primary literature and data associated with their publication and analysis (cf. 'supplementary materials' include comprehensive data in various formats). (n=10)	Uploaded 'HW' Assignments (by Sunday, 11:59pm)	200
Quizzes	Online quizzes will help students keep up to date on lecture/lab material and readings. Lowest score dropped. (n=6)	Online quiz	50
Exam 1	Online exam based on material covered in the first third of this class (Weeks 1-5). (n=1)	Online exam	150
Exam 2	Online exam based on material covered in the second third of class (Weeks 6-10). (n=1)	Online exam	150
Final Exam	In class Final Exam based on material covered in final third of class (Weeks 11-15). Exam will also include comprehensive review of key concepts introduced throughout class. Final Exam will be held on April 29, 2024 from 10:00am – 12:00pm (2319 Turlington Hall) (n=1)	In Class Exam	300
Final Paper	Final analytical essay (~6-8 double-spaced pages, not including references) focused on subject of interest to student that requires the comparison and self-reflection of the human skeleton and its form, function, and adaptation to life as a student in college. Draft outline/precis also required. (n=1)	Written work	150

## 2. Spring 2024 Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
<b>I. Natural History of the Primate Skeleton</b>			
Week 1 (Jan. 8-12)	Topic	Introduction	
	Summary	Introduction to the study of bone. First week overview of course will highlight myriad fields of inquiry that rely on analysis of bone/bone tissue. Central themes introduced include bone histology, bone chemistry, and growth and development.	
	Readings/Works	Brown, Peter (no date) The Human Skeleton. A useful, albeit detailed, resource for this course: <a href="http://www.peterbrown-palaeoanthropology.net/skeleton.pdf">http://www.peterbrown-palaeoanthropology.net/skeleton.pdf</a> Switek (2019:1-32); Lieberman (2013:3-21)	
	Assignment	Review online resources available for this course, including introductory video for <a href="http://www.becominghuman.org/node/interactive-documentary">http://www.becominghuman.org/node/interactive-documentary</a> .  HW #1. Part 1. Virtually, visit the website homepage of <a href="http://www.eskeletons.org/">http://www.eskeletons.org/</a> . Compare your skeleton with other primate species. Identify 1 (or two) key bones in the following regions of your skeleton (skull, shoulder, arm, hand, forearm, spine, pelvis, thigh, leg, foot). Part 2. Find a 'good' bone idiom and make a drawing bringing it to life.	1/14-HW1 (11:59pm)
	LAB #1		
Week 2 (Jan. 15-19)	Topic	Evolution	
	Summary	Basic principles of evolutionary biology are introduced, specifically focused on the analysis of the vertebrate skeleton, and the definition of species and geological context. Key concepts introduced include homology, ontogeny, allometry, and life history.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	Switek (2019:35-62) Zimmer, Carl (2008) What is a species. <i>Scientific American</i> (June) 298(6):72-79.  <b>Additional Reading</b> Carroll, Sean B., Prud'homme, Benjamin, and Gompel, Nicholas (2008) Regulating evolution. <i>Scientific American</i> (May) 298(5):60-67.	
	Assignment	The human skeleton worksheet: <a href="http://www.oum.ox.ac.uk/educate/resource/human2.pdf">http://www.oum.ox.ac.uk/educate/resource/human2.pdf</a>	1/21-HW2 (11:59pm)
	LAB #2		
Week 3 (Jan. 22- 26)	Topic	Tetrapoda	
	Summary	Review of amphibians, reptiles, and mammals and the skeletal evidence for the transition to land. Highlight key structural changes in the skull (jaws, teeth, and ears) and the development of four limbs.	
	Readings/Works	Switek (2019:65-88)  Clack, Jennifer A. (2005) Getting a leg up on land. <i>Scientific American</i> (December) 293(6):100-107. Dalton, Rex (2006) The fish that crawled out of the water. <i>Nature</i> doi:10.1038/news060403-7. Daeschler, Edward B., Shubin, Neil H., and Jenkins Jr., Farish A. (2006) A Devonian tetrapod-like fish and the evolution of the tetrapod body plan. <i>Nature</i> 440:757-763. <a href="https://doi.org/10.1038/nature04639">https://doi.org/10.1038/nature04639</a> Resources:	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p>Nair, Prashant (2014) QnAs with Neil Shubin. <i>PNAS</i> 111(3):881-882.  <a href="https://doi.org/10.1073/pnas.1321499110">https://doi.org/10.1073/pnas.1321499110</a>            Website: <a href="https://tiktaalik.uchicago.edu/">https://tiktaalik.uchicago.edu/</a>  <b>Additional Reading</b>            Shubin, Neil H., Doeschler, Edward B., and Jenkins Jr., Farish A. (2014) Pelvic girdle and fin of <i>Tiktaalik roseae</i>. <i>PNAS</i> 111(3):893-899.            Stewart, Thomas A. et al. (2020) Fin ray patterns at the fin-to-limb transition. <i>PNAS</i> 117(3):1612-1620. <a href="https://doi.org/10.1073/pnas.1915983117">https://doi.org/10.1073/pnas.1915983117</a>            Schweitzer, Mary H. (2010) Blood from stone. <i>Scientific American</i> (December) 303(6):62-69.</p>	
	Assignment	<p><i>Field Trip 1</i>. Museum Visit 1. On your own (and if you are able) visit the Florida Museum of Natural History new exhibit, <a href="#">Science Up Close: Fantastic Fossils</a>. permanent exhibit: <a href="#">Florida Fossils: Evolution of Life and Land</a>. Become familiar with the fossil hall and its displays, as you will have the opportunity in this class to revisit and build on these two exhibits focused on key taxa of your choice.</p> <p>Faculty Spotlight: Dr. Michael Granatosky (UF Alum –BA Anthropology, 2011)  <a href="https://www.nyit.edu/bio/michael.granatosky">https://www.nyit.edu/bio/michael.granatosky</a></p>	1/28-HW3 (11:59pm)
	LAB #3		
Week 4 (Jan. 29 – Feb. 2)	Topic	Mammalia	
	Summary	Review of the modern mammals and their radiation. We will highlight key differences in mammal-like reptiles the mammal skeleton compared to birds/reptiles. Discussion of us well as origin and early diversification of placental mammals.	
	Readings/Works	Brusatte, Stephen and Luo, Zhe-Xi (2016) A Scent of the Mammals. <i>Scientific American</i> (June) 314(6):28-35.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Pennisi, Elizabeth (2019) How life blossomed after the dinosaurs died. <i>Science</i> 366:409. DOI: 10.1126/science.366.6464.409. Lyson, T.R. et al. (2019) Exceptional continental record of biotic recovery after the Cretaceous-Paleogene mass extinction. <i>Science</i> 366:977-983. DOI: 10.1126/science.aay2268	
	Assignment	Video (Before Friday's class): NOVA: Rise of the Mammals: <a href="https://www.pbs.org/wgbh/nova/video/rise-of-the-mammals/">https://www.pbs.org/wgbh/nova/video/rise-of-the-mammals/</a> Extreme Mammals website: <a href="https://www.amnh.org/exhibitions/extreme-mammals/what-is-a-mammal">https://www.amnh.org/exhibitions/extreme-mammals/what-is-a-mammal</a> Faculty Spotlight: Stephen Chester (UF Alum – BS Marketing, BA Anthropology, 2005) <a href="http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/anthropology/faculty/faculty_details.php?faculty=1170">http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/anthropology/faculty/faculty_details.php?faculty=1170</a> ; <a href="http://stephenchesterpaleontology.com/index.php/stephen-chester-bio/">http://stephenchesterpaleontology.com/index.php/stephen-chester-bio/</a>  Group Activity, Part 1. Using Extreme Mammals website, review 'extreme bodies' section and discuss different animal 'gear' and compare your own bodies to these extreme examples. Part 2. Use Animal Diversity website ( <a href="https://animaldiversity.org/">https://animaldiversity.org/</a> ) and Tree of Life website ( <a href="http://tolweb.org/tree/">http://tolweb.org/tree/</a> ) conduct research on what is known about mammals before and after the K-Pg boundary ... each group will provide lightning presentation in class on a pre-assigned Order of mammals.	2/04-HW4 (11:59pm)
	LAB #4		
Week 5 (Feb. 5-9)	Topic	Primates	
	Summary	Introduction to the primates and their skeleton, focusing on monkeys and apes. Review key differences between primates and non-primate mammals. Discuss changes in teeth and changes in tooth morphology.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	<p>Switek (2019:91-110)</p> <p>Walton, Rebecca (2009) Introducing <i>Darwinius masillae</i>. EveryONE PLoS One Blog. <a href="https://blogs.plos.org/everyone/2009/05/19/plos-one-introduces-darwinius-masillae/">https://blogs.plos.org/everyone/2009/05/19/plos-one-introduces-darwinius-masillae/</a></p> <p>Franzen, Jens L. et al. (2009) Complete primate skeleton from the Middle Eocene of Messel in Germany: Morphology and Paleobiology. <i>PLOS ONE</i> 4(5): e5723. doi: 10.1371/journal.pone.0005723</p> <p><b>Additional Reading</b></p> <p>Seiffert, Erik R. et al. (2009) Convergent evolution of anthropoid-like adaptations in Eocene adapiform primates. <i>Nature</i> 461:1118-1121. <a href="https://doi.org/10.1038/nature08429">https://doi.org/10.1038/nature08429</a></p> <p>Franzen, Jens L. et al. (2009) Correction: Complete Primate Skeleton from the Middle Eocene of Messel in Germany: Morphology and Paleobiology. <i>PLOS ONE</i> 4(7): 10.1371/annotation/137a79c7-5807-47fc-b885-1f5cc2493305. <a href="https://doi.org/10.1371/annotation/137a79c7-5807-47fc-b885-1f5cc2493305">https://doi.org/10.1371/annotation/137a79c7-5807-47fc-b885-1f5cc2493305</a></p> <p>Franzen, Jens L. et al. (2009) Correction: Complete Primate Skeleton from the Middle Eocene of Messel in Germany: Morphology and Paleobiology. <i>PLOS ONE</i> 4(7): 10.1371/annotation/18555b51-1fd1-47b6-a362-aaaa24a53da. <a href="https://doi.org/10.1371/annotation/18555b51-1fd1-47b6-a362-aaaa24a53da">https://doi.org/10.1371/annotation/18555b51-1fd1-47b6-a362-aaaa24a53da</a></p> <p>Resources:</p> <p>Extreme Mammals: <i>Darwinius masillae</i>. (AMNH) <a href="https://www.amnh.org/exhibitions/extreme-mammals/meet-your-relatives/darwinius-masillae">https://www.amnh.org/exhibitions/extreme-mammals/meet-your-relatives/darwinius-masillae</a> (Extreme Mammals website: <a href="https://www.amnh.org/exhibitions/extreme-mammals">https://www.amnh.org/exhibitions/extreme-mammals</a>)</p> <p>Spotlight: Doug Boyer (Duke University): <a href="http://www.dougboyer.com/">http://www.dougboyer.com/</a></p>	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Assignment	<p><i>Field Trip 2. Museum Visit 2. Formal tour of the Florida Museum of Natural History permanent exhibit by a Curator of Vertebrate Paleontology: <a href="#">Florida Fossils: Evolution of Life and Land.</a></i></p> <p>What is ‘extreme’ about <i>Darwinius masillae</i>? What are the details of this discovery in terms of teamwork involved to produce the report? What about the ‘spin’ involved in spreading the news.</p>	2/11-HW5 (11:59pm)
	LAB #5		
	EXAM 1	On line: TBD	
<b>II. Natural History of the Human Skeleton</b>			
Week 6 (Feb. 12-16)	Topic	Bipedalism	
	Summary	Key aspects of the hominoid (ape) skeleton are reviewed and the fossil evidence of early the first upright walkers is introduced. Skeletal highlights focus on the analysis of weight-bearing joints and limbs and determining how an animal moves on two legs as opposed to walks on all fours.	
	Readings/Works	<p>Lieberman (2013:25-47) Switek (2019:113-131) Harmon, Katherine (2013) Shattered ancestry. <i>Scientific American</i> (February) 308(2):42-49. Shreeve, Jamie. 2010. The Evolutionary Road. <i>National Geographic</i> July 2010 pp. 34-67.</p> <p><b>Additional Reading</b> White, Tim D. et al. (2015) Neither chimpanzee nor human, <i>Ardipithecus</i> reveals the surprising ancestry of both. <i>PNAS</i> 112(16):4877-4884. doi.org/10.1073/pnas.1403659111</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Resources: Hogenboom, Melissa (2014) The ‘Lucy’ fossil rewrote the story of humanity. BBC Earth link: <a href="http://www.bbc.com/earth/story/20141127-lucy-fossil-revealed-our-origins">http://www.bbc.com/earth/story/20141127-lucy-fossil-revealed-our-origins</a> PODCAST: ( <a href="#">BBC Inside Science podcast</a> – fast forward to 19:45)	
	Assignment	Identify the key bipedal traits in your own skeleton, and produce a ‘lab report’ that indicates key features of upright walking and the transformation of the skeleton from a quadruped to a biped. Students will evaluate hypotheses and data provided that contribute to our knowledge of diversity of bipedal locomotion and what evidence is brought to bear to support these changing perspectives.	2/18-HW6 (11:59pm)
	LAB #6		
Week 7 (Feb. 19- 23)	Topic	Jaws & Teeth	
	Summary	Aspects of the jaws and teeth are introduced with respect to identifying different species in the fossil record. Skeletal highlights focus on analysis of functional morphology and biomechanics using living (extant) and extinct forms to interpret differences in the identification species, and diet.	
	Readings/Works	Lieberman (2013:48-66) Switek (2019:133-151)  Wong, Kate (2016) Mystery Human. <i>Scientific American</i> (March) 314(3):28-37.  Early <i>Homo</i> (read articles in order listed, ca. 8 pp.). Sugden, Andrew M. (2015) Finding <i>Homo</i> nearly 3 million years ago. <i>Science</i> 347:1325. DOI: 10.1126/science.347.6228.1325-g Gibbons, Ann (2015) Deep roots for the genus <i>Homo</i> . <i>Science</i> 347:1056-1057. DOI: 10.1126/science.347.6226.1056-b	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p>Villmoare, Brian et al. (2015) Early <i>Homo</i> at 2.8 Ma from Ledi-Geraru, Afar, Ethiopia. <i>Science</i> 347:1352-1355. DOI: 10.1126/science.aaa1343</p> <p><b>Additional Reading</b></p> <p>Dimaggio, Erin N. et al. (2015) Late Pliocene fossiliferous sedimentary record and the environmental context of early <i>Homo</i> from Afar, Ethiopia. <i>Science</i> 347:1355-1359. DOI: 10.1126/science.aaa1415</p> <p>Hawks, John, de Ruiter, Darryl J., and Berger, Lee R. (2015) Comment on “Early <i>Homo</i> at 2.8 Ma from Ledi-Geraru, Afar, Ethiopia” <i>Science</i> 348:1326. DOI: 10.1126/science.aab0591</p> <p>Villmoare et al. (2015) Response to Comment on “Early <i>Homo</i> at 2.8 Ma from Ledi-Geraru, Afar, Ethiopia”. <i>Science</i> 348:1326. DOI: 10.1126/science.aab1122</p>	
	Assignment		TBD
	LAB		
Week 8 (Feb. 23 – Mar. 1)	Topic	Brains & Guts	
	Summary	Early human changes in stature and limb proportion are explored with respect to evidence in the fossil record for encephalization (brain size increase) and changes towards ‘habitual’ walking and running (on two legs). Skeletal highlights focus on the ‘expensive tissue hypothesis’.	
	Readings/Works	<p>Lieberman (2013:94-125)</p> <p>Aiello, Leslie C. and Wheeler, Peter (1995) The expensive-tissue hypothesis. <i>Current Anthropology</i> 36(2):199-221. doi:10.1086/204350.</p> <p>Brown, Frank et al. (1985) Early <i>Homo erectus</i> skeleton from west Lake Turkana, Kenya. <i>Nature</i> 316:788-792.</p> <p>Caspari, Rachel (2011) The evolution of grandparents. <i>Scientific American</i> (August) 305(2):44-49.</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Resources: <a href="https://www.britannica.com/place/Nariokotome">https://www.britannica.com/place/Nariokotome</a> <a href="http://humanorigins.si.edu/evidence/human-fossils/fossils/knm-wt-15000">http://humanorigins.si.edu/evidence/human-fossils/fossils/knm-wt-15000</a>	
	Assignment	TBD	3/03-HW7 (11:59pm)
	LAB #7		
Week 9 (Mar. 4-8)	Topic	Diet & Climate	
	Summary	Early humans adapted to diverse diets and there are novel approaches to interpreting what they ate using tools of bone chemistry. Skeletal highlights focus on differences in tooth (molar) microwear and how we interpret diets (and climates) in the distant past.	
	Readings/Works	Lieberman (2013:126-153) Switek (2019:153-173) Leonard, William R. (2002) Food for thought. <i>Scientific American</i> (December) 287(6):106-115.	
	Assignment	TBD	3/10-HW8 (11:59pm)
	LAB #8		
Week 10 (Mar. 11-15)		Spring Break	
Week 11	Topic	On the move	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
(Mar. 18-22)			
	Summary	Modern humans ventured across the Old World and left their mark in a variety of ways, including in the genes of present-day people and the fossilized remains of modern (and extinct) humans. Skeletal highlights focus on ancient DNA and the preservation of bone.	
	Readings/Works	<p>Switek (2019:175-196)</p> <p>Marean, Curtis W. (2015) The Most Invasive Species of All. <i>Scientific American</i> (August) 313(2):32-39.</p> <p>Hammer, Michael F. (2013) Human hybrids. <i>Scientific American</i> (May) 308(5):66-71.</p> <p>Hofman, Courtney A. and Warinner, Christina (2019) Ancient DNA 101. <i>The Archaeological Record</i> 19(1):18-25.</p> <p>Wong, Kate (2009) Rethinking the Hobbits of Indonesia. <i>Scientific American</i> (November) 301(5):66-73.</p> <p>Neanderthals</p> <p><b>Additional Reading</b></p> <p>Price, Michael (2020) Africans, too, carry Neanderthal genetic legacy. <i>Science</i> 367:497. DOI: 10.1126/science.367.6477.497</p> <p>Stewart, J.R. and Stringer, C.B. (2012) Human Evolution Out of Africa: The Role of Refugia and Climate Change. <i>Science</i> 335:1317-1321.</p> <p><a href="http://humanorigins.si.edu/evidence/human-fossils/shanidar-3-neanderthal-skeleton">http://humanorigins.si.edu/evidence/human-fossils/shanidar-3-neanderthal-skeleton</a></p>	
	Assignment	Review the different types of genetic data used by archaeologists to learn about past lifeways. Compare the nature of these different datasets and how to they confirm what we know and raise questions that we don't yet know (or have the tools just yet to address the question(s)).	3/24-HW9 (11:59pm)
	LAB #9	TBD	
	EXAM 2	Online: TBD	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
<b>III. Biocultural History of Humankind</b>			
Week 12 (Mar. 25-29)	Topic	The Biological Profile	
	Summary	Modern humans are a diverse lot and their skeletons too are diverse. In this week, we explore the basic concepts of aging and sexing the human skeleton and interpreting how their stature (how tall they were) and their ancestry, when possible. Skeletal highlights focus on clinal effects (related to latitudinal differences) on size and shape of the human skeleton and limb proportions.	
	Readings/Works		
	Assignment	What does it mean to be a <i>modern</i> human? Students will critically explore the history of scientific racism and past attempts to partition by biological/sociocultural 'race'. Faculty Spotlight: Dr. Cris Erin Hughes (UF Alum – BA Anthropology, 2004). Assistant Clinical Professor, Anthropology, University of Illinois, Urbana-Champaign. <a href="https://anthro.illinois.edu/directory/profile/hughesc">https://anthro.illinois.edu/directory/profile/hughesc</a>	3/31-HW10 (11:59pm)
	LAB #10	TBD	
Week 13 (Apr. 1-5)	Topic	Human Diversity	
	Summary	Diversity of humankind is explored through both skeletal remains and preserved DNA in ancient skeletal material. Skeletal highlights focus on human diversity and adaptations observed in the bioarchaeological record.	
	Readings/Works	Lieberman (2013:157-179) Switek (2019:199-223) Bamshad, Michael J. and Olson, Steve E. (2003) Does race exist? <i>Scientific American</i> (December) 289(6):78-85. Jablonski, Nina G. (2010) The naked truth. <i>Scientific American</i> (February) 302(2):42-49.	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Pringle, Heather (2011) The First Americans. <i>Scientific American</i> (November) 305(5):36-41.	
	Assignment	‘One Species Living Worldwide’ <a href="http://humanorigins.si.edu/evidence/genetics/one-species-living-worldwide">http://humanorigins.si.edu/evidence/genetics/one-species-living-worldwide</a>	
	NO LAB		
Week 14 (Apr. 8-12)	Topic	Health & Well-Being	
	Summary	In bioarchaeology, one fascinating field that is informed by biomedicine is that of paleopathology. We will review skeletal evidence associated with the archaeological record that highlights patterns of human adaptation in diverse contexts. Skeletal highlights focus on indirect evidence of health from the oral microbiome in (and on) your teeth (in the form of mineralized plaque).	
	Readings/Works	Lieberman (2013:180-208; 209-247) Ackerman, Jennifer (2012) The ultimate social network. <i>Scientific American</i> (June) 306(6):36-43.  <b>Additional Reading</b> Larsen, Clark Spencer (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. <i>Annual Review of Anthropology</i> 47:295-313. <a href="https://doi.org/10.1146/annurev-anthro-102116-041441">https://doi.org/10.1146/annurev-anthro-102116-041441</a>	
	LAB #11	Group Presentations	
Week 15 (Apr. 15-19)	Topic	Mortuary Behavior	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	The disposal of the dead is a ghastly enterprise. Here we explore diverse approaches to how people celebrate the lives of their once-living members through the thoughtful act of burial. Skeletal highlights focus on traumatic injuries and how we interpret ‘cause of death’ in the prehistoric record.	
	Readings/Works	<p>Switek (2019: 225-243)  read articles in order listed (ca. 20 pp.):  Armelagos, George J. (2013) Reading the bones. <i>Science</i> 342:1291. DOI: 10.1126/science.1249076  Gibbons, Ann (2013) The Thousand-Year Graveyard. <i>Science</i>. <i>Science</i> 342:1306-1310. DOI: 10.1126/science.342.6164.1306  required multimedia: <a href="https://spark.sciencemag.org/the-thousand-year-graveyard/">https://spark.sciencemag.org/the-thousand-year-graveyard/</a>  Beets, Robert (2014) &lt;em&gt;Science&lt;/em&gt;'s 'The Thousand-Year Graveyard' Earns Archaeology Writing Award. <a href="https://www.aaas.org/news/sciences-thousand-year-graveyard-earns-archaeology-writing-award">https://www.aaas.org/news/sciences-thousand-year-graveyard-earns-archaeology-writing-award</a></p> <p>Faculty Spotlight: (UF Alum BS Zoology and BA Anthropology, 2005) Dr. Heather Garvin, PhD, D-ABFA (Des Moines University).  <a href="https://www.dmu.edu/directory/heather-garvin-elling/">https://www.dmu.edu/directory/heather-garvin-elling/</a>  Also, check out: HD Forensics. <a href="https://www.hdforensics.com/hdforensic">https://www.hdforensics.com/hdforensic</a></p>	
	Assignment	‘Fossil Forensics’ <a href="http://humanorigins.si.edu/research/fossil-forensics-interactive">http://humanorigins.si.edu/research/fossil-forensics-interactive</a> Track down using internet resources a study of a known individual and the analysis of their post-mortem remains. This week, for example, we have looked at Richard III’s remains. One page with references and one ‘sourced’ image.	
	LAB #12	Group Presentations	
Week 16 (Apr. 22-24)	Topic	Identity	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Social bioarchaeology connects important cultural components of what we know (or think we know) about purposeful burials in archaeological context. Skeletal highlights include the review of case studies of celebrated burials that highlight key differences and similarities of people across space and time.	
	Readings/Works	<p><i>Pronounced 'chat-al-hue-uck'</i>            Hodder, Ian (2004) Women and Men at Çatalhöyük. <i>Scientific American</i> (January) 290(1):76-83.</p> <p>Milner, George R. (2019) Early agriculture's toll on human health. <i>PNAS</i> 116:13721-13723. <a href="https://doi.org/10.1073/pnas.1908960116">https://doi.org/10.1073/pnas.1908960116</a></p> <p>Larsen, Clark Spencer et al. (2019) Bioarchaeology of Neolithic Çatalhöyük reveals fundamental transitions in health, mobility, and lifestyle in early farmers. <i>PNAS</i> 116:12615-12623. <a href="https://doi.org/10.1073/pnas.1904345116">https://doi.org/10.1073/pnas.1904345116</a></p> <p>Bioarchaeology Spotlight: Clark Spencer Larsen (The Ohio State University):            website: <a href="https://anthropology.osu.edu/research/laboratories/brl">https://anthropology.osu.edu/research/laboratories/brl</a></p>	
	Assignment	N/A	Upload Final Paper Wednesday, 4/24 (11:59pm)
4/29	Final EXAM	In Class (10:00am – 12:00pm)	

## III. Grading

### 3. Statement on Attendance and Participation

#### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- **Attendance:** will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below for each of the Group Activities planned for Fridays. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a conference if you are earning below 70% of the possible points.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

**Participation Grading Rubric (N=10 Fridays during the semester—100 points total. 0 points per student, per missed class group activity):**

	High Quality	Average	Needs Improvement
<b>Informed:</b> Shows evidence of having done the assigned work with constructive input.	<b>4 points.</b> Student fully informed and prepared for class group activity.	<b>2-3 points.</b> Student moderately prepared for class group activity.	<b>1-2 point(s).</b> Student unprepared or minimally prepared for class activity.
<b>Thoughtful:</b> Shows evidence of having understood and considered issues raised.	<b>3 points.</b> Student considers myriad aspects of class group activity.	<b>2 points.</b> Student considers only nominal aspects of class group activity.	<b>1 point.</b> Student not engaged in subject being discussed for class group activity
<b>Considerate:</b> Takes the perspective of others into account.	<b>3 points.</b> Student works well within assigned class group.	<b>2 points.</b> Student less considerate of others in assigned class group.	<b>1 point.</b> Student not considerate of others in assigned class group.

### 3a. Final Paper Grading Rubric

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<b>Content</b>	Assignments exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of credible sources.	Assignments either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>Organization &amp; Coherence</b>	Assignments exhibit an identifiable structure for topics, including a clear thesis statement, and follow a logical progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>Argument &amp; Support</b>	Assignments use persuasive and confident presentation of ideas, strongly supported with evidence.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>Style</b>	Assignments use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>Mechanics</b>	<p>Assignments will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper’s argument or points, but note for the purposes of your grade that I expect you to write professionally and I take points off for basic errors like these.</p> <p>I will evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.</p>	Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.

## 4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

## IV. Quest Learning Experiences

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View details about the [Learning Experiences section in the UF Quest Syllabus Builder](#)

### 5. Details of Experiential Learning Component

Although not required for Quest 2, this course integrates the Florida Museum of Natural History permanent exhibit: [Florida Fossils: Evolution of Life and Land](#) into a broader understanding of the comparative method and its use in the natural anatomical sciences. Students are encouraged to visit the museum at least three times during the semester, and there will be one scheduled (and recorded) tour of the Hall (after all students have familiarized themselves with the exhibit) by an FLMNH Curator of Vertebrate Paleontology.

### 6. Details of Self-Reflection Component

This course requires students to explore their internal skeletons and compare their skeletons with a variety of different living and extinct taxa. Each week, group-led discussions on a renowned discovery help to reinforce student's place in nature, as will their submitted assignments. A final essay paper forces students to self-reflect and consider the comparative structure and function of their vertebrate skeleton at this important developmental stage in their life course.

## V. General Education and Quest Objectives & SLOs

### 7. This Course's Objectives—Gen Ed Primary Area and Quest

#### Biological Sciences + Quest 2 + Course Objectives

Biological Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	This course will explore the vertebrate skeleton, both qualitatively and quantitatively, with an emphasis on how the scientific method is applied to understand the morphology and diversity of animals and humans in the past (and present)	This will be accomplished through the analysis of exemplary discoveries of preserved skeletal remains and individual/group analysis of associated qualitative and quantitative data from the literature.
		This course will explain how the comparative approach and the use of homology is used in the life sciences to explain form and function of the human skeleton.	This will be accomplished through course lectures and shared content that includes online resources and repeated visits and a guided tour of the Florida Museum of Natural History (Florida Fossils exhibit).
Courses focus on major scientific developments and their impacts on society,	Present different social and/or biophysical science methods and theories and consider how	This course will review and assess diverse and novel scientific approaches used in the analysis of	This will be accomplished through lecture, readings, and online content (and visits to

<b>Biological Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will...)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
science and the environment, and the relevant processes that govern biological systems.	their biases and influences shape pressing questions about the human condition and/or the state of our planet.	fossil skeletal remains and how such methods contribute to the analysis of the human skeleton.	the FLMNH) and problem sets that present data for students to calculate biological metric and nonmetric traits.
Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	This course will teach students how to apply fundamental principles of evolutionary biology and skeletal mechanics and formulate testable hypotheses using data to address how changes in the vertebrate skeleton has affected how we interpret the human skeleton.	This will be accomplished in lectures (Mondays and Wednesdays) and group discussion and activities (Fridays), and in self-reflection exercises (weekly reports) and in their final paper.
Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	This course will teach how the scientific method used is applied routinely in comparative anatomy and developmental biology, using the human skeleton as its template.	This will be accomplished through individual and group activities (and reflection), a weekly journal, and a final paper project.
	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those	This course will provide students the opportunity to integrate with guest lecturers from the Florida Museum of Natural History and allow students the opportunity to	This will be accomplished through guest lectures and student engagement in class (and at the Florida Museum of

<b>Biological Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will...)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
	resources complements classroom work.	reflect on and access/analyze data that is novel (but topical) to this course.	Natural History), and in their final paper project

## 8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

### Biological Sciences + Quest 2 + Course SLOs

	<b>Biological Sciences SLOs</b> → Students will be able to...	<b>Quest 2 SLOs</b> → Students will be able to...	<b>This Course's SLOs</b> → Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems.	<b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>Identify, describe, and explain</b> biological aspects of the human skeleton that reflect their vertebrate, mammalian, and primate heritage, and modern human biocultural adaptations.	Homework assignments, exams, lightning presentation, and a final paper.

	<b>Biological Sciences SLOs</b> → Students will be able to...	<b>Quest 2 SLOs</b> → Students will be able to...	<b>This Course's SLOs</b> → Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
			<b>Identify, describe, and explain</b> the role of homology in comparative anatomy and how it aids in an understanding of the human skeletal system, and how evolutionary and cultural factors have helped shape the skeleton.	Homework assignments, exams, lightning presentation, and a final paper.
<b>Critical Thinking</b>	<b>Formulate empirically-testable hypotheses</b> derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes.	<b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>Critically analyze and evaluate</b> qualitative and quantitative data derived from fossil (and modern) skeletal material to draw conclusions and test hypotheses about the history of life and the human condition.	Homework assignments, exams, lightning presentation, and a final paper.
			<b>Critically evaluate and assess</b> the contribution of the analysis of the human skeleton and its biology and development, with respect to what is known (not known, and unknowable) in the history of life.	Homework assignments, exams, lightning presentation, and a final paper.



	<b>Biological Sciences SLOs</b> → Students will be able to...	<b>Quest 2 SLOs</b> → Students will be able to...	<b>This Course's SLOs</b> → Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Communication</b>	Communicate scientific knowledge, thoughts, and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	<b>Develop and present</b> in writing the analysis of qualitative and quantitative data, and logic to draw reasonable conclusions based on their analysis on a specific problem.	Homework assignments, lightning presentation, and final paper.
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Analyze and compare their human skeleton to address key changes in the vertebrate skeleton and accommodations that may occur due to biocultural adaptations (and insults).	Lightning presentation, and final paper.

## 9. Secondary Objectives and SLOs (Optional)

N/A

## VI. Required Policies

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### 10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **11. UF Evaluations Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **12. University Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **13. Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **14. The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.