

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 9/20/2022

1. **Contact person:** Conrad Quintyn
Phone: 570-389-5379 **Email:** cquintyn@bloomu.edu
2. **Department:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
3. **Tracking #** *(For Provost office use only)*
4. **CIP#** *(For Provost office use only)*
5. **Select which actions you are requesting for** X__ Undergraduate __ Graduate
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person X Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ANTH	140	Introduction to Biological Anthropology GE
Current University Course Prefix	Current University Course Number	Current University Course Title
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU: ANTHRO	220	Human Origins
LHU:		
MU:		

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty and will be available to all three campuses. For face to face offering there are no additional resources needed beyond current classroom technology. For online offering there are no additional resources needed. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only): Face to face at BU, multimodal at LHU and MU.

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form

No other departments, courses, programs, campuses are impacted.

10. Indicate Semester and Year Course will be implemented: Fall semester 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research, 4. Conduct research, 5. Demonstrate effective communication skills, and 6) Evaluate the viability of potential solutions

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces): INTRO to BIO ANT

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):

Explores biological anthropology which includes evolution versus creationism; scientific method; evolutionary theory; evolutionary basis for skin color; evolutionary forces; speciation; primates; emergence and development of the extinct bipedal human ancestors; the evolution of big brain; the evolution of tools/culture; Neanderthals; and origins of modern humans. Open to all students. Serves as a foundation course for the anthropology major and minor; lecture and discussion; offered every semester.

14. Credit(s): 3

Clock Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

Contract Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

15. Prerequisites (Courses completed prior to taking this course):

None

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): None

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

20. Estimated Frequency of Offering: Every semester—this course is a required core course for the major.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 35. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

Natural World & Technologies: Nat. World

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?

Introduction to Biological Anthropology familiarizes students with the principle of natural selection and how it relates to genetics and the synthetic theory of organic evolution, particularly the evolution of humans and our extinct bipedal ancestors. As such, scientific principles will be applied in order for students to examine and discuss these evolutionary mechanisms which led to the modern human morphology. Additionally, this course summarizes the human fossil record of archaic and early modern human forms. Finally, students are introduced to modern primates and primate behavior. Given the clear emphasis of the course on the significance of a hominin and primate ancestry on modern human biology, this course is more than appropriate for learning objective (N).

ANTH 140 will benefit the university by providing a multifaceted course that applies to one university goal (N) and that will create an educated student body prepared to work within a global world.

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme* and *Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?
Students will identify the principle foundational concepts of evolutionary theory as applied to humans.	<i>Scientific Principles</i> The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins	Lectures, discussions, and assigned readings will give students a basic knowledge of the foundation concepts. <u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded)

		<p>Quizzes Discussion <u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focuses on all goals reinforced in lectures and discussions</p>
<p>Students will identify and categorize key biological & archaeological findings & fossil evidence in primate & hominid evolution.</p>	<p><i>Scientific Principles</i> The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</p>	<p>Lectures, discussions, and assigned readings will help students to identify specific information on the fossil and archaeological evidence. <u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focuses on all goals reinforced in lectures and discussions</p>
<p>Students will recognize & identify primates from both a biological & a behavioral suite of characteristics.</p>	<p><i>Scientific Principles</i> The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</p>	<p>Lectures, discussions, and assigned readings will help students to identify specific information on primate biology and behavior. <u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p>

		Cumulative final exam focuses on all goals reinforced in lectures and discussions

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	David Fazzino	09/20/2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** 7/8/2022
2. **PREPARED BY:** Conrad Quintyn
3. **DEPARTMENT:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH140
5. **COURSE TITLE:** Introduction to Biological Anthropology GE
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 45
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Explores biological anthropology which includes evolution versus creationism; scientific method; evolutionary theory; genetics basis for evolution; evolutionary forces; speciation; primates; emergence and development of the extinct bipedal human ancestors; the evolution of big brain; the evolution of tools/culture; Neanderthals; and origins of modern humans. Open to all students. Serves as a foundation course for the anthropology major and minor; lecture and discussion; offered every semester.

10. CONTENT DESCRIPTION: The following areas of study will be included:

I. The Study of Humankind

A. Methods of Anthropological Study

1. Anthropology and the Comparative Method
2. Relativism and Anthropological Science
3. Anthropology and Other Related Disciplines
4. The Relationship of Biological Anthropology to Cultural Anthropology
5. Subdivisions of Biological Anthropology

B. Studying the Human Past

1. Definition of Artifacts, Sites and Fossil Localities
2. Site and Locality Identification: Chance and Planned Discovery
3. Site and Locality Excavation: Techniques of Prehistoric Archaeology
4. Handling and Processing Fossils
5. Dating the Past
6. Interpretation of Archaeological and Paleontological Evidence

II. Human Biology and Evolution

A. Adaptation Defined: The Nature of Natural Selection

1. History of Darwinian Evolution from Lamarck to Present
2. Example of Natural Selection and Adaptation: Sickle Cell Anemia

B. Heredity: the Mechanism of Inheritance

1. Transmission of Genes: the Work of Mendel
 2. Patterns of Inheritance: DNA, Chromosomes, Genes
- C. Population Genetics
1. Hardy-Weinberg Law
 2. Factors for Change in the Gene Pool
- D. Evolution of Populations
1. Various Principles and Mechanisms

III. The Primate Order

- A. The Modern Primates
1. Primate Taxonomy
 2. Primate Origins and Mammalian Adaptive Radiation
 3. Primate Adaptation and Arboreality
 4. Primate Order and Groups: Prosimians, Monkeys, Apes
 5. Higher Primates: Apes
- B. Social Behaviors of Primates Compared
- C. Primate Evolution
1. Arboreal Adaptations: Primate Characteristics
 2. Early Primate Evolution: Paleocene through Oligocene Primates
 3. Miocene Apes and Monkeys
 4. Early Apes and Human Evolution
 5. The First Hominids
 - a. Origins and Impact of Bipedalism, Environment, Diet
 - b. *Australopithecus* and the New Evidence

IV. Evolution of the Genus *Homo*

- A. *Homo habilis*, Early *Homo erectus*
1. A Study of the Significant Fossil Discoveries
 2. Interpretations of Fossil Hominids
 3. Identification of Hominid Traits
 4. The Reorganization of the Hominid Brain and the Effects of Dietary Change on Early Hominids
 5. The Impact of Hunting on Hominid Society
 6. Africa and Asia and the Emergence of Human Variation
 7. Physical Characteristics of *Homo erectus* and Regional Variations
 8. Cultural and Biological Adaptation of *Homo erectus*
- B. Neanderthals and the Middle Paleolithic
1. Use of Fire
 2. Tool Traditions of Paleolithic Hominids
 3. Ice Age Adaptations and Hunting Strategies
 4. Hominid Migrations; Environment; Communication

5. New DNA evidence; Ancestors or Cousins?

C. *Homo sapiens* and the End of the Paleolithic

1. Biological Evolution of Modern Humans
2. Relationship between Culture and Biological Adaptations
3. Origins of *H. sapiens sapiens* in Africa and Migrations
4. Upper Paleolithic and Cultural Evolution with Modern Humans

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words Choose an item, then click on the arrow and select one option):

Natural World & Technologies: Nat. World

<p>11. Course Specific Student Learning Objectives (SLOs)</p>	<p>General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)</p>	<p>12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i></p>
<p>Students will identify the principle foundational concepts of evolutionary theory as applied to humans.</p>	<p><i>Scientific Principles</i></p> <p>The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</p>	<p>Lectures, discussions, and assigned readings will give students a basic knowledge of the foundation concepts.</p> <p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focuses on all goals reinforced in lectures and discussions</p>

<p>Students will identify and categorize key biological & archaeological findings & fossil evidence in primate & hominid evolution.</p>	<p><i>Scientific Principles</i> The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</p>	<p>Lectures, discussions, and assigned readings will help students to identify specific information on the fossil and archaeological evidence. <u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric <u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay) Cumulative final exam focuses on all goals reinforced in lectures and discussions</p>
<p>Students will recognize & identify primates from both a biological & a behavioral suite of characteristics.</p>	<p><i>Scientific Principles</i> The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins.</p>	<p>Lectures, discussions, and assigned readings will help students to identify specific information on primate biology and behavior. <u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric <u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay) Cumulative final exam focuses on all goals reinforced in lectures and discussions</p>

*Note- Rows can be added

13. METHODS:

This course is offered as a lecture/discussion course, using other materials and techniques such as films, videos, and Power Point slides, and fossil skull casts as appropriate. To facilitate discussion the proposed class size is 35 – 40 students. The course is offered every fall and spring semester.

Distance Education Setting: This course may be taught online using synchronous or asynchronous methods based on the instructor. Techniques may include using D2L (BOLT) combined with zoom (i.e., whiteboard, chat, polling, yahoos, breakout rooms, YouTube videos, etc.). Discussions and homework exercises will be posted via D2L. A computer (desktop, laptop, tablet, etc.), personal smart phone, Microsoft Office (Word, PowerPoint, Excel, and Access) and reliable Internet are required. Exams will be given via D2L.

14. COURSE ASSESSMENT:

The department collects departmental-developed rubrics and/or results on exam items across all sections of the course, both distance and in-class learning each semester. The Department will utilize a bank of questions that will serve to assess student learning objectives through the strategy of embedded questions on exams (test blueprinting). The question bank will be developed from contributions by department faculty members and will be large enough for faculty to select questions that vary from individual to individual and semester to semester, but at the same time test each of the four objectives in a reasonably consistent measurable manner. Each student learning objective will have its own set of questions. For each of the objectives, three to five embedded questions will be utilized on exams throughout the semester to test overall knowledge acquisition. Embedded question data is reported to the department outcomes assessment committee within 30 days of the final day of the semester. The data for all sections will be statistically analyzed and summarized into one data set for assessment purposes. The assessment data assists in identifying changes needed to the course to ensure greater student attainment of the Student Learning Objectives.

The assessment results will be utilized to assist our program outcomes and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Listed below are some of the materials which might be used in the course development but course materials are not limited to the following references. The following list includes both historical materials and more recent references (*holdings available in the Andross, North Hall, and Stevenson Libraries).

Ankel-Simmons, F. 2007. Primate Anatomy: An Introduction. Elsevier, Amsterdam, The Netherlands.

*Anton, S.C. 2003 A Natural History of *Homo erectus*. Yearbook of Physical Anthropology 46: 126-70.

*Asfaw, B., T.D. White, C.O. Lovejoy, B. Latimer, S. Simpson, and G. Suwa 1999 *Australopithecus garhi*: A new species of early hominid from Ethiopia. Science 284:629-635

- *Ayala, Francisco 1995 The Myth of Eve : Molecular Biology and Human Origins. Science. 270: 1930-1936.
- *Balter, Michael 1996 Cave Structure Boosts Neanderthal Image. Science 271:449.
- Berger, L. R. et al., 2015 A new species of Homo from Dinaledi Chamber, South Africa. Elife 4: e0956.
- *Berger, Thomas, and Erik Trinkaus 1995 Patterns of Trauma Among the Neandertals. Journal of Archaeological Science 22:841-852.
- *Binford, Lewis R. 1981 Bones: Ancient Men and Modern Myths. Academic Press, New York.
- *Bowler, Peter J. 1986 Theories of Human: Evolution: A Century of Debate, 1844-1944. Johns Hopkins University Press, Baltimore.
- *Boyd, Robert and Peter Richerson 1985 Culture and the Evolutionary Process. University of Chicago Press, Chicago.
- Brain, C. K. 1981 The Hunters of the Hunted? An Introduction to African Cave Taphonomy. University of Chicago Press, Chicago.
- *Brunet, Michel, et. al. 1995 The First Australopithecine 2500 Kilometers West of the Rift Valley (Chad). Nature 378:273-274.
- *Campbell, B. 1986. Humankind Emerging. Little and Brown, Boston.
- Cavalli-Sforza, L. L. 1971 Similarities and Dissimilarities in the Archaeological and Historical Sciences. In Mathematics in the Archaeological and Historical Sciences, edited by F. R. Hodson. University Press, Edinburgh.
- Chagnon, N. and W. Irons 1978 Sociobiology and Human Social Organization. Duxbury Press, Scituate, Mass.
- *Ciochon, Russel and John Fleagle 1987 Primate Origins and Human Evolution. Aldine de Gruyter, New York.
- *Clark, Ronald J, and Phillip Tobias 1995 Sterkfontein Member 2: Foot Bones of the Oldest South African Hominid. Science 269:521-524.
- *Corruccini, R.S. and R.L. Ciochon, eds. 1994 Integrative Paths to the Past: Paleoanthropological Advances in Honor of F. Clark Howell. Prentice-Hall, New Jersey.
- *Count, E. W. 1958 The Biological Basis of Human Sociality. American Anthropologist 60: 1049-1085.
- Cummings, Michael 1994 Human Heredity: Principles and Issues. Wadsworth Publishing, St. Paul.
- *Darwin, Charles 1859 On the Origin of Species by Means of Natural Selection. J. Murray, London.
- *Fleagle, J. 2013 Primate Adaptation and Evolution, 3rd ed. Academic Press, Cambridge, Mass.

*Freeman, L. G. 1981 The Fat of the Land: Notes of Paleolithic Diet in Iberia. In Omnivorous Primates: Gathering and Hunting in Human Evolution, edited by R. S. Harding and G. Teleki, Pp. 32-55. Columbia University Press, New York.

*Gibbons, A. 2021 Genomes Offer Rare Glimpse of Neanderthal Family Groups. *Science* 372: 1251-1252.

*Gibbons, A. 2021 When Humans Met Neanderthals. *Science* 372: 115-116.

*Gibbons, A. 2011 A New View of the Birth of *Homo sapiens*: New Genomic Data are Settling an Old Argument about How our Species Evolved. *Science* 331: 392-394.

*Giglieri, Michael P. 1984 The Chimpanzees of Kibale Forest. Columbia University Press, New York.

Goodall, J. 1986 The Chimpanzees of Gombe: Patterns of Behavior. Belknap Press, Cambridge, Mass.

Goodall, J. 2010. Jane Goodall: 50 Years at Gombe. Stewart, Tabori and Chang, San Francisco.

*Gould, Stephen J. and Niles Eldredge 1977 Punctuate Equilibria: The Tempo and Mode of Evolution Reconsidered. *Paleobiology* 3:115-151.

*Gray, J. Patrick 1986 Primate Sociobiology. HRAF, New Haven, Conn.

*Green, R. E., et al., 2006 Analysis of One Million Base Pairs of Neanderthal DNA. *Nature* 444:330-336

*Grine, F.E., J. Fleagle, and R. Leakey 2009. The First Humans: Origin and Early Evolution of the Genus *Homo* (Vertebrate Paleobiology and Paleoanthropology). Springer, New York.

*Hamilton, W. D. 1963 The Evolution of Altruistic Behavior. *American Naturalist* 97:354-356.

*Harding, Richard and Geza Teleki 1981 Omnivorous Primates; Gathering and Hunting in Human Evolution. Columbia University Press, New York.

*Hill, A., S. Ward, A. Deino, G. Curtis, and R. Drake 1992 Earliest *Homo*. *Nature* 355:719-722.

Jackson, T. 2021 Monkeys, Apes, Gorillas and Other Primates. Amber Books, London, UK.

*Johanson, Donald and James Shreeve 1989 Lucy's Child: The Discovery of a Human Ancestor. Morrow, New York.

*Johanson, Donald and Timothy White 1979 A Systematic Assessment of Early African Hominids. *Science* 203:321-330.

*Johanson, Donald, Timothy White and Ives Coppens 1978 A New Species of the Genus *Australopithecus* (Primates: Hominidae) from the Pliocene of Eastern Africa. *Kirtlandia* 28:1-14.

*Johanson, Donald and Kate Wong 2010 *Lucy's Legacy: The Quest for Human Origins*. Broadway, Random House, New York.

*Jolly, Alison 1985 *The Evolution of Primate Behavior*. Macmillan, New York.

*Jolly, Clifford 1970 The Seed-Eaters: A New Model of Hominid Differentiation Based on a Baboon Analogy. *Man* 5:5-26.

*Jungers, W. L. 1982 Lucy's Limbs: Skeletal Allometry and Locomotion in *Australopithecus afarensis*. *Nature* 297:676-678.

Kano, T. 1992 *The Last Ape: Pygmy Chimpanzee Behavior and Ecology*. Stanford University Press, Stanford.

*Kaplan, J. 1995 The Evolution of Body Mass and Relative Brain Size in Fossil Hominids. *Journal of Human Evolution*. 30:243-276.

*Kennedy, G. E. 1984 The Emergence of *Homo sapiens*: The Post Cranial Evidence. *Man* 19:94-110.

Kimbel, W. H., R.C. Walter, D.C. Johanson, et al 1996 Late Pliocene *Homo* and Oldowan Tools from the Hadar Formation, Ethiopia. *Journal of Human Evolution* 31:549-561.

*Krause, J., et al., 2010 The Complete Mitochondrial DNA Genome of an Unknown Hominin from Southern Siberia. *Nature* 464: 894-897.

*Kummer, H. 1971 *Primate Societies*. Aldine, Chicago.

*Laird, M. F., et al., 2017 The skull of *Homo naledi*. *Journal of Human Evolution* 104: 100-123.

*Lancaster, J. B. 1975 *Primate Behavior and the Emergence of Human Culture*. Holt, Rinehart and Winston, New York.

*Larson, Clark S. and Robert M. Matter 1985 *Human Origins: The Fossil Record*. Waveland Press, Prospect Heights, Ill.

*Latimore, Bruce 1984 The Pedal Skeleton of *Australopithecus afarensis*. *American Journal of Physical Anthropology* 63:182.

*Leakey, Mary D. and R. L. Hay 1978 Pliocene Footprints in the Laetoli Beds at Laetoli, Northern Tanzania. *Nature* 278:317-323.

*Leakey, Meave et al. 1994 New Four-Million-Year-Old Hominid Species from Kanapoi and Allia Bay, Kenya. *Nature* 376:565-571.

*Leakey, Richard 1981 *The Making of Mankind*. Dutton, New York.

*Lee, Richard B. and Irvn DeVore 1968 *Man the Hunter*. Aldine, Chicago.

*Lee-Thorp, J.A., M. Sponheimer, and N.J. van der Merwe 2003 What do Stable Isotopes Tell Us about Hominid Dietary and Ecological Niches in the Pliocene? *International Journal of Osteoarchaeology* 13:104-113.

Mountain, J. et al., 1993 Evolution of Modern Humans: Evidence From Nuclear DNA Polymorphisms. In *The Origin of Modern Humans and the Impact of Chronometric Dating*. M.J. Aitken, et al. eds., Pp. 244-263. Princeton University Press, Princeton.

*Noonan, J. P. et al., 2006 Sequencing and Analysis of Neanderthal Genomic DNA. *Science* 314:1113-1118.

*Osman Hill, W. C. 1972 *Evolutionary Biology of the Primates*. Academic Press, New York.

*Price, M. 2020 Africans, Too, Carry Neanderthal genetic Legacy. *Science* 367: 497.

*Rightmire, G. P. et al., 2017 Skull 5 from Dmanisi: Descriptive anatomy, comparative studies, and evolutionary significance. *Journal of Human Evolution* 104: 100-123.

Strier, K. 2007. *Primate Behavioral Ecology*. 3rd ed. Allyn & Bacon, Boston.

Tattersall, I. 2017. Species, genera, and phylogenetic structure in the human fossil record: A modest proposal. *Evolutionary Anthropology* 26: 116-118.

Trinkaus, E. 2005. Early Modern Humans. *Annual Review of Anthropology* 34: 207-230.

Trinkaus, E. 2006. Modern Humans versus Neanderthal Evolutionary Distinctiveness. *Current Anthropology* 47: 597-620.

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline.