

**Biological Anthropology
ANTH 3304 (CRN 26923)
Syllabus – Spring 2025**

Delivery Method: In-person

Meeting Day and Time: Tuesdays & Thursdays, 9:00 am – 10:20 am

Location: Liberal Arts Building, room 202

INSTRUCTOR INFORMATION

Instructor: Dr. Kyle Wiley (he/him)

Email: kwiley@utep.edu

Office Location: Old Main, room 316 (enter through room 311 – grad computer lab)

Office Hours:

- Face-to-Face: TBD
- Virtual: I am also available on Zoom by appointment – or office hours can be hybrid or online if there is a strong preference

TEACHING ASSISTANT INFORMATION

TA: Amanda Palacios

Email: atpalacios@miners.utep.edu

Office Location: Old Main, room TBD

Office Hours: TBD

COURSE DESCRIPTION

From the UTEP General Catalog: “This course focuses on human evolution and the biological basis for human behavior. Topics include human phylogeny, physical and behavioral adaptation, genetics, and human diversity.” This course is 3 credits.


This is a survey course and this semester the course will be organized around several special topics. These include “Primateology,” “Evolutionary Biology of the Human Life History,” “Human Reproductive Biology and Ecology,” and “Inequality, Biology, and Health.”





An instructor notes on course content:

This course will feature lectures and discussions on potentially sensitive content including topics related to evolution, race, and gender. I expect you to engage with the course content regardless of your personal beliefs on these topics. You should feel free to speak openly and critically about any of the issues we cover in class. However, recognize that your personal opinion is not the same as an evidence-based interpretation of the articles assigned for each class period. This class will also include respectful discussion with me and with your peers. Debate is encouraged – indeed, at the heart of much of what we will discuss – but personal attacks will not be tolerated.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

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

<u>Student Learning Objective</u>	<u>Outcome</u>
Be able to evaluate the ethics of research being done on humans and our closest relatives	 Social Responsibility

Gain perspective on the diversity of the human experience	 Global Awareness
Critically evaluate concepts related to race, ethnicity, gender, and sex and how they relate to human biology and health	 Critical Thinking Skills
Become familiar with peer-reviewed journal articles and critically evaluate their content, particularly in relation to popular media coverage of these articles	 Critical Thinking Skills
Find effective means of communicating with fellow students about controversial topics or topics for which we have very little data through class discussion	 Communication Skills

COURSE COMMUNICATION: How we will stay in contact with each other

Here are the ways we can keep the communication channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in person. However, you can request a virtual meeting, and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 48 hours of receipt- however, I do not check emails over the weekend. When emailing me:
 - Be sure to email from your UTEP student e-mail account (assume E-mail messages are permanent and public).
 - Include the course number in the subject line.
 - In the body of your e-mail, clearly state your question.
 - At the end of your e-mail, be sure a closing with your first and last name
- Announcements: Check the Blackboard announcements frequently for course updates, deadlines, or other important messages.

REQUIRED MATERIALS

Course Textbooks

There is no assigned textbook for this class. I will assign one primary scientific article (or in rare cases, a textbook chapter) for each class. I will upload these to Blackboard as .pdf files.

In the case that you would like to review a textbook chapter for a gentle introduction or refresher to the course topics, the following books are available online for free through the UTEP library.

- Daniel Brown. 2019. *Human Biological Diversity*. 2nd Edition. Routledge.
- Stinson, Sarah, Bogin, Barry, O'Rourke, Dennis. 2012. *Human Biology: An Evolutionary and Biocultural Perspective*. 1st Edition. John Wiley & Sons.
- Michael Muehlenbein. 2015. *Basics in Human Evolution*. 1st Edition. Elsevier.
- Shook, Beth, Braff, Lara, Nelson, Katie, and Aguilera, Kelsie. 2023. *Explorations: An Open Invitation to Biological Anthropology*. 2nd edition. American Anthropological Association. Available at: <https://explorations.americananthro.org/>

ASSIGNMENTS AND GRADING

The breakdown of your final grade distribution is as follows:

100%-90% = A 89%-80% = B 79%-70% = C 69%-60% = D 59% and Below = F

The following table is a breakdown of how your final grade is calculated, including how each type of assessment is weighted:

ASSESSMENT	WEIGHT	DUE DATE
Media Coverage Critique (2 essays at 10% each)	20%	March 7 and April 4
Op-Ed	12%	9 May
Exam 1 (Theory and Intro Concepts)	15%	11 Feb
Exam 2 (Primatology)	15%	27 Feb
Exam 3 (Human Life Course)	15%	10 April
Exam 4 (Biology, Inequality & Health)	15%	May 13 th 10 am -12:45 pm
Participation	8%	-

In lieu of a term paper, you will complete a series of smaller writing assignments:

Media Coverage Critique: The media coverage critique writing assignments consist of a short (2-page) critical discussion of a recent media article (popular magazine, newspaper, popular/lay website) that covers a topic related to the course content. The overall goal is to gain first-hand experience evaluating how well, or poorly, primary scientific articles are communicated by the media. The objective of these assignments is to examine the main points or claims of the media article and go to the primary sources to evaluate the validity of those claims. Additional details about this assignment have been uploaded in a separate file to Blackboard.

Op-Ed Essay: A key aim of the last units of this class is to integrate multiple disciplinary perspectives to brainstorm how to promote health and prevent stress-related harms in a persuasive and compelling manner. In this writing assignment, you will author an op-ed for a newspaper (maximum 800 – 1,000 words) where you draw on evidence from scholarly literature, reports, published statistics, and/or personal experience to argue for a specific change at the local, state or federal level; and/or to argue in support of existing economic programs, educational initiatives, social programs, or laws. The challenge will be to concisely mobilize life and social scientific findings as a basis for social change, in terms understandable by a non-scientific audience (for example, newspaper readers in the general public, legislators, or community activists). Additional details will be posted to Blackboard.

Exams: There will be four exams over the term (three during normal class time and one during finals week). They will be a mixture of multiple choice, key terms, fill-in-the-blank, true/false, and/or short essay questions. Exams will not be cumulative in terms of topics, but they will rely on an understanding of evolutionary theory, life history theory, and other foundational concepts built over the course.

A note on study guides: I will not provide a formal study guide. However, I will start each course with learning objectives that will highlight the goals for each lecture. These objectives should serve as an indication of what each exam will focus on.

Attendance: See the attendance and participation section below.

A note on extra credit:

I do not normally offer any extra credit assignments. IF I decide to offer extra credit assignments, the extra credit points will be applied to your final grade. There may be extra credit questions on exams that will apply to your exam grades.

No student can receive over 100% on an assignment, exam, or paper, if a student receives more than full credit on any of these their grade on that assignment will be recorded as 100%.

ATTENDANCE AND PARTICIPATION

Our class meetings are in person.

While attendance is generally not mandatory, participation in the course is determined by participation in the course's learning activities, including in-class activities. Your participation in the course is important not only for your learning and success but also to create a community of learners.

Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers (in class or on the Blackboard discussion forum)
- Participating in in-class clicker questions that I may periodically release during lectures
- Other activities and assignments as indicated in the syllabus

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments: The deadlines for the Media Coverage Critiques are noted in the course schedule and on Blackboard. As you have plenty of notice for the due dates, I will not generally accept late submissions. See the late work policy below.

Late work policy: I will accept late work in the case of unforeseen circumstances, such as an emergency. Please email me as soon as you can safely do so to determine what accommodations we can make.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to

me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

If you have a documented excuse for missing an exam: you will be expected to take the exam within 24-48 hours of the original exam date, ideally as early as safely and reasonably possible.

TECHNOLOGY REQUIREMENTS

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

I will not drop you from the course. I will reach out to students who are in danger of not adequately fulfilling course requirements to pass the class at several points before the drop date. If you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course. If you wish to discuss your standing in the course please reach out to me to set up a one-on-one meeting.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through

Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of AI for course assignments is prohibited.

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE SCHEDULE *

Week	Date	Lecture Topic	Reading
1	21-Jan	Course Intro & Introduction to Anthropology	1
	23-Jan	Ethics in Anthropology	2
2	28-Jan	Molecular Basis of Life Refresher	3
	30-Jan	Epigenetics	4
3	4-Feb	Evolutionary Theory	5,6
	6-Feb	Life History Theory	7
4	11-Feb	Exam 1	
	13-Feb	Primate Diversity	8
5	18-Feb	Primate Life Histories	9
	20-Feb	Primate Social Systems	10
6	25-Feb	Primate Behavioral Ecology	10
	27-Feb	Exam 2	
7	4-Mar	Human Diversity	11 or 12
	6-Mar	Childhood: Human Growth and Development Media Critique 1 Due – March 7	13;
8	11-Mar	Spring Break - No Class	
	13-Mar		
9	18-Mar	Puberty and Adolescence	14
	20-Mar	Female Reproductive Biology & Ecology	15 (Background: 16)
10	25-Mar	No class	
	27-Mar		
11	1-Apr	Male Reproductive Biology & Ecology	17 (Background: 16)
	3-Apr	Aging Media Critique 2 Due – April 4	18
12	8-Apr	Energetics and Diet	19
	10-Apr	Exam 3	
13	15-Apr	Embodiment and the Social Determinants of Health	20,21
	24-Apr	Stress	22,23
14	29-Apr	Race, Racism, and Health	24
	1-May	Immigration, Migration, and Health	25
15	6-May	Maternal and Child Health	26
	8-May	Conflict, Violence, and Health	27

*This is a tentative schedule. I reserve the right to make changes to the lecture/reading schedule. Any changes will be announced in class and via email/Blackboard announcement.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



Anthropology Resources:

- Sociology and Anthropology Department website: <https://www.utep.edu/liberalarts/sociology-and-anthropology/>
- Advising information: <https://www.utep.edu/liberalarts/sociology-and-anthropology/about/advising.html>
- UTEP has an Anthropology club! Contact Dr. Wiley for more information.
- For information about careers in Archaeology and Physical Anthropology, reach out to Dr. Wiley.

Technology Resources:

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance.
 - Contact the Helpdesk via phone, email, chat, website, or in person if on campus

Academic Resources:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help, and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A free bibliographic citation tool. Check out the RefWorks tutorial, Fact Sheet, and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources:

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources may submit a ticket to request assistance to studentsuccess@utep.edu
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

READING SCHEDULE:

1. Shook B, Braff L, Nelson K, Aguilera K. Chapter 1: Introduction to Biological Anthropology. *Explorations: An open invitation to biological anthropology*; 2023.
2. Turner TR. Ethical Issues in Human Population Biology. *Current Anthropology* 2012; **53**(S5): S222-S32.
3. Mann H. Chapter 3: Molecular Biology and Genetics. *Explorations: An open invitation to biological anthropology*; 2023.
4. Non AL, Thayer ZM. Epigenetics and Human Variation. *A Companion to Anthropological Genetics*; 2019: 293-308.
5. Nameie J. Chapter 2: A History of Evolutionary Thought. *Explorations: An open invitation to biological anthropology*; 2023.
6. Alvshere A. Chapter 4: Forces of Evolution. *Explorations: An open invitation to biological anthropology*; 2023.
7. Hill K. Life history theory and evolutionary anthropology. *Evolutionary Anthropology: Issues, News, and Reviews* 1993; **2**(3): 78-88.
8. Etting S. Chapter 5: Meet the Living Primates. *Explorations: An open invitation to biological anthropology*; 2023.
9. Strier K. Chapter 9: Developmental Stages Through the Life Span. *Primate Behavioral Ecology*; 2009.
10. Enstam Jaffe K. Chapter 6: Primate Ecology and Behavior. *Explorations: An open invitation to biological anthropology*; 2023.
11. Rosenberg NA. A population-genetic perspective on the similarities and differences among worldwide human populations. *Hum Biol* 2011; **83**(6): 659-84.
12. Jablonski NG, Chaplin G. Human skin pigmentation, migration and disease susceptibility. *Philosophical Transactions of the Royal Society of London Series B, Biological sciences* 2012; **367**(1590): 785-92.
13. Bogin B, Varea C, Hermanussen M, Scheffler C. Human life course biology: A centennial perspective of scholarship on the human pattern of physical growth and its place in human biocultural evolution. *American Journal of Physical Anthropology* 2018; **165**(4): 834-54.
14. Reiches MW. Adolescence as a Biocultural Life History Transition. *Annual Review of Anthropology* 2019; **48**(Volume 48, 2019): 151-68.
15. Núñez-de la Mora A, Chatterton RT, Choudhury OA, Napolitano DA, Bentley GR. Childhood conditions influence adult progesterone levels. *PLoS Med* 2007; **4**(5): e167.
16. Vallengia C, Núñez-de la Mora A. Chapter 21 - Human Reproductive Ecology. *Basics in Human Evolution*; 2015.
17. Gettler LT, McDade TW, Feranil AB, Kuzawa CW. Longitudinal evidence that fatherhood decreases testosterone in human males. *Proceedings of the National Academy of Sciences* 2011; **108**(39): 16194-9.
18. Bribiescas RG. Aging, Life History, and Human Evolution. *Annual Review of Anthropology* 2020; **49**(Volume 49, 2020): 101-21.
19. Pontzer H, Raichlen DA, Wood BM, Mabulla AZP, Racette SB, Marlowe FW. Hunter-Gatherer Energetics and Human Obesity. *PLoS one* 2012; **7**(7): e40503.
20. Krieger N. Embodiment: a conceptual glossary for epidemiology. *J Epidemiol Community Health* 2005; **59**(5): 350-5.
21. Sweet E, Kuzawa CW, McDade TW. Short-term lending: Payday loans as risk factors for anxiety, inflammation and poor health. *SSM - Population Health* 2018; **5**: 114-21.
22. Becene I, Rinne GR, Schetter CD, Hollenbach JP. Prenatal stress and hair cortisol in a sample of Latina women. *Psychoneuroendocrinology* 2024; **164**: 107017.
23. Sapolsky RM. Stress and the brain: individual variability and the inverted-U. *Nature Neuroscience* 2015; **18**(10): 1344-6.
24. Gravlee CC, Dressler WW, Bernard HR. Skin Color, Social Classification, and Blood Pressure in Southeastern Puerto Rico. *American Journal of Public Health* 2005; **95**(12): 2191-7.
25. Gettler LT, Jankovic-Rankovic J, Gengo RG, et al. Refugee health and physiological profiles in transitional settlements in Serbia and Kenya: Comparative evidence for effects of gender and social support. *Psychoneuroendocrinology* 2024; **165**: 107024.
26. Heckert C. Emotional Pathways of Embodied Health Vulnerability: Maternal Health Risk and Emotional Distress among First- and Second-Generation Immigrants on the US-Mexico Border. *Ethos* 2020; **48**(4): 438-58.
27. Pike IL, Hilton C, Österle M, Olungah O. Low-intensity violence and the social determinants of adolescent health among three East African pastoralist communities. *Social Science & Medicine* 2018; **202**: 117-27.