

**San José State University
Social Sciences/Anthropology
ANTH012, Introduction to Human Evolution, Section 4,
Fall, 2012**

Instructor: Dr. Elizabeth Weiss

Office Location: Clark 404R

Telephone: (408) 924-5546

Email: **Drop Box in the Introduction to Human Evolution e-text; All emails should be sent this way!**

Office Hours: TuTh 1030 – 1145; 1500 - 1615

Class Days/Time: TuTh 1630 – 1745

Classroom: WSQ004

GE/SJSU Studies Category: B2/Life Science

Course Description

The human organism from an evolutionary perspective. The foundations of life and evolutionary theory. Introduction to primate behavior and the fossil record. Human biocultural evolution over the last sixty million years.

Detailed Course Description: Introduction to Human Evolution is a course designed to allow students to appreciate the evolutionary history of our species and the biological bases that are at the foundation of this process. The course is an introductory one; thus, no specific prior knowledge is assumed. There are no prerequisites to take this course.

During the semester, students will acquire basic biological knowledge relating to molecular biology, cell reproduction, fundamental principles of micro- and macro-evolutionary theory (especially the role of natural selection), and the intellectual background leading to the development of evolutionary theory.

This foundation will then be used to explore the specific evolutionary history of major groups of organisms with a specific focus on human evolutionary history. Comparative perspectives will be incorporated so to provide a basis for understanding how humans are related to other primates (and what this implies structurally, physiologically, and behaviorally). Furthermore, data provided directly by the fossil and molecular records will be comprehensively reviewed in tracing the major features of human evolution. In summary, this course attempts to place our species in a clear evolutionary context and to

ask basic questions relating to human origins, such as what kind of creature are we, how did we get to be this way, and where did we come from.

Major topics will include:

The history of evolutionary theory

Biological basis of life: cells, DNA, and genes

Evolution and heredity

Overview of primates

Hominid/human origins

Modern human origins

Human variation and adaptation

Course Goals and Student Learning Objectives

At a general level, this course is primarily about the nature of the evolutionary process, how it works, and how scientists have come to understand the process (specifically to understand ourselves). The evidence relating to human evolution is used to illustrate evolutionary and biological processes (such as natural selection, reproduction, heredity, etc). In addressing the fundamental questions relating to human origins, you will be challenged to think critically, apply sound scientific methodologies, understand and assess quantitative data, and communicate your knowledge.

At SJSU, students are encouraged to recognize that education is participatory experience. Thus, each student is expected to contribute to further refining the course objectives (so better to articulate your individual expectations and needs), to give feedback to the instructor regarding the adequacy of your learning and how well the course assessment measures that learning (and how these assessment tools can be improved). Finally, each student is challenged to be engaged in the exploration of the fascinating material covered this semester, to participate in class discussions, and to relate in assignments and exercises how you can apply these concepts to your everyday life.

The most important contribution this course can make to your education is to provide you with greater ability to think critically. As a result, this skill will contribute permanently to your further education, that it, for the remainder of your lifetime.

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this course, students will be able to:

LO1 use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;

LO2 demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and

LO3 recognize methods of science, in which quantitative, analytical reasoning techniques are used.

Program Learning Outcomes

Upon successful completion of this course, students should have increased:

1. Understanding of culture as the distinguishing phenomenon of human life, and the relationships of human biology and cultural processes in human behavior and evolution.
2. Awareness of human diversity and the ways in which humans categorize diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research.

Required Texts/Readings

- 1) INTRODUCTION TO HUMAN EVOLUTION
AUTHOR: Elizabeth Weiss
PURCHASE ONLINE ACCESS CODE: <http://webcom9.grtxle.com/evolution>
COST: \$70.00
ISBN: 978-1-61549-094-3
- 2) PHYSICAL ANTHROPOLOGY: SELECTIONS FROM POP SCIENCE TO
PRIMARY RESEARCH
EDITED BY: Elizabeth Weiss
PURCHASE FOR A DISCOUNTED PRICE AT:
<https://students.universityreaders.com/store/>
COST: \$79.95
ISBN: 978-1-935551-66-0

(This book is also available at the library on reserve or can be purchased used – try amazon.com, etc.).

Classroom Protocol

Please respect your neighbors and refrain from newspaper reading; using electronics; utilizing computers for anything other than taking notes. Any behavior deemed disruptive to the instructor or other students may result in being asked to leave the classroom or being referred to the Judicial Affairs Officer of the University.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc.

Assignments and Grading Policy

Turnitin.com Information: You will be required to enroll in turnitin.com. The required information to do so is:

Class ID: 5281203

Class Name: ANTH012 Fall 2012 Section 4

Password: hominid

Preparation and Participation requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Read the chapters and articles prior to coming to class; make sure to take the survey (we will use for discussion), do the reinforcement activities, take the pre- and post-tests to help you understand the topics and do well on the midterm and final.

Exam requirements

10 E-text Post-tests (taken at home), a midterm & a comprehensive final. The midterm and final will require use of Scantron T&E 0200)

There are 11 Post-tests on the E-text; 10 will be counted towards your grade; your lowest score will be dropped. You can re-take the tests as many times as you need to, but only the first attempt will count as your grade. The test must be taken before class on the due date listed on this syllabus.

Writing requirements include three 500 word papers. All writing assignments must be turned in via Turnitin.com before class begins on the scheduled due date.

Topics will be discussed in detail in class and are designed to address the GE learning objectives. Writing assignments will be graded in accordance to GE guidelines, which states that “writing shall be assessed for grammar, clarity, conciseness and coherence.” I will not answer questions regarding writing assignments in emails.

Grading Policy and Procedures: To pass this course, you must receive a grade of D- or higher.

Grades will be based on the following (each is graded on a scale of 100):

Writing Assignment 1	1 X 5%	=	5%
Writing Assignment 2	1 X 10%	=	10%
Writing Assignment 3	1 X 15%	=	15%
E-text Post-tests	10 X 2%	=	20%
Midterm	1 X 20%	=	20%
Comprehensive Final	1 X 30%	=	30%
Total			100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
91-96% = A	81-86% = B	71-76% = C	61-66% = D	
90% = A-	80% = B-	70% = C-	60% = D-	

You can keep track of your grades on Turnitin.com; all grades will be added to the grade book. I will not complete any grade check forms.

Make-up Work: If you know in advance that you are unable to attend an exam, contact me to set up a time to take the exam prior to its scheduled date. Only students with a valid documented excuse will be able to take a make-up the midterm, final exam, or submit a late writing assignment.

IMPORTANT: Read the syllabus, writing guidelines, and any other announcements I provide. If after you have read the appropriate materials you still have questions, then ask them in class and listen to answers I provide to other students' questions. If I have not addressed the issue in class and the answer is not in the materials, then feel free to email me using the e-text drop box. I will not answer emails regarding questions that can be answered using the materials already provided or which have been addressed in class (if you miss a day of class it is your responsibility to get notes from a fellow classmate).

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Recording of Class and Public Sharing of Instructor Material:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

ANTH012/Introduction to Human Evolution, Spring 2012, Course Schedule

Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Week	Date	Topics, Readings (Chapters indicate E-text; Articles indicate Anthology), Assignments (In bold) Deadlines
1	8/23	Introduction to Course and E-text; How to order your textbooks. History of Evolutionary Theory, Chapter 1
2	8/28 8/31	Understanding Natural Selection, Chapter 1; Anthology Section 1 Introduction; Article 1 Evidence of Evolution, Chapter 1; Article 2
3	9/4 9/6	Classification; Taxonomy; Post-test 1 Due Mendelian Genetics and Nonmendelian patterns of inheritance; Modern Synthesis, Chapter 2; Article 3
4	9/11 9/13	Cells and DNA and Cell Division, Chapter 3; Post-test 2 Due Protein Synthesis and Molecular Anthropology, Chapter 3; Articles 4 and 5; Writing Assignment 1 Due
5	9/18 9/20	Primate Classification and General Primate Characteristics, Chapter 4; Anthology Section 2 Introduction; Article 6; Post-test 3 Due Prosimians and Tarsiers, Chapter 4
6	9/25 9/27	Anthropoids, Chapter 4 Using Primates for Models of Human Evolution, Chapter 4; Articles 7, 8, and 9
7	10/2 10/4	Fossils, Types of Fossils in the Hominid Record, Dating Fossils, and Evolutionary Time, Chapter 5; Post-test 4 Due Primate Evolution, Chapter 5; Article 10; Writing Assignment 2 Due
8	10/9 10/11	Review; Post-test 5 Due MIDTERM
9	10/16 10/18	What makes hominids different from other apes? And Contenders for the earliest hominid; Chapter 6; Anthology Section 3 Introduction Australopithecines, Chapter 6; Articles 11, 12 and 13
10	10/23 10/25	Early <i>Homo</i> species and Oldowan Tools, Chapter 6 Humans disperse: Introduction, Skull Anatomy, <i>Homo erectus</i> and <i>Homo ergaster</i> , Chapter 7; Post-test 6 Due
11	10/30 11/1	Earliest Fossils Out of Africa, <i>Homo antecessor</i> , <i>Homo floresiensis</i> , Chapter 7; <i>Homo heidelbergensis</i> , African Archaic <i>Homo sapiens</i> , Asian Archaic <i>Homo sapiens</i> , European Archaic <i>Homo sapiens</i> , Chapter 8; Post-test 7 Due
12	11/6 11/8	Neanderthals, Chapter 8 ; Writing Assignment 3 Due Origins of Anatomically Modern Humans, Chapter 8; Articles 14 and 15
13	11/13	Paleo-Indians, Chapter 9; Anthology Section 4 Introduction; Articles 16, 17, 18; Post-test 8 Due

Week	Date	Topics, Readings (Chapters indicate E-text; Articles indicate Anthology), Assignments (In bold) Deadlines
	11/15	Origins of Agriculture and Affects of Agriculture on Health, Chapter 10; Articles 19 and 20; Post-test 9 Due
14	11/20 11/22	Modern Human Variation: Human Variation, Chapter 11; Anthology Section 5 Introduction, Articles 21, 22, and 23; Post-test 10 Due No Class
15	11/27 11/29	Modern Human Variation: Adaptation and Acclimatization, Chapter 11; Articles 24 and 25 Modern Human Variation: Human Life Cycle, Chapter 11
16	12/4 12/6	REVIEW Post-test 11 Due REVIEW
Final Exam	12/17	Monday, 1445-1700 in WSQ004; Bring a T&E200 Scantron and a No. 2 Pencil.