

**SAN JOSE STATE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES**

**ANTH 12, INTRODUCTION TO HUMAN EVOLUTION SECTION 03**

<b>Instructor:</b>	<b>Dr. G. Bousquet</b>
<b>Office Location</b>	<b>Clark 461</b>
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<b>Office Hours</b>	<b>Th 11am-12pm or by appointment</b>
<b>Class Days/Time</b>	<b>TuTh 9:00am- 10:15am</b>
<b>Classroom:</b>	<b>Clark Hall 204</b>
<b>Prerequisites</b>	<b>N/A</b>
<b>GE/SJSU Studies Category:</b>	<b>Area D1</b>
<b>Course Fees:</b>	<b>N/A</b>

**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. Prerequisites: None.

**Student Learning Goals**

Students completing this course will achieve a fuller understanding of (a) how to think scientifically, (b) how evolution works, (c) humans as primates, (d) human evolutionary history, and (e) human variation.

**GE Learning Outcomes (GELO)**

The GE writing requirement will be fulfilled by the completion of two 3-page essays. A hard copy of each essay must be submitted in class and submitted to [turnitin.com](http://turnitin.com). All written assignments and exam questions will be used to assess the GE learning outcomes.

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;

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

### **Course Learning Outcomes (CLO)**

In this course, students will learn the principles of evolutionary theory and how the study of human evolutionary history, adaptation, and variation plays a fundamental role in the evolutionary processes that affect the human species. In addressing our understanding of the human condition, students will be challenged to think critically, interpret and assess the validity of scientific methodologies, examine quantitative data, and engage in class discussions.

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

CLO 1: explain the evolutionary process, how it works, and how scientists have come to understand the process (specifically to understand ourselves).

CLO 2: describe the evolutionary history of our species and the biological bases that are at the foundation of this process.

CLO3: comprehend 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.

CLO4: explain from a comparative perspective how humans are related to other primates (and what this implies structurally, physiologically, and behaviorally).

### **Required Texts/Readings**

#### **Textbook**

Weiss, Elizabeth 2018 *The Human Organism: Explorations in Biological Anthropology* (Second Edition). Cognella Academic Publishing. ISBN: 978-1-5165-1907-1.

Additional readings will be posted on Canvas.

### **Course Requirements**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

### **Classroom Protocol**

Cell phones must be turned off during class to avoid disruption and out of sight. Text messaging is strictly prohibited. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of unauthorized electronic devices in classroom settings.

All assignments and exams must be completed in order to pass. Late assignments will not be accepted. Students who are unable to attend an exam, will have to send prior to the date of the

exam an e-mail to the instructor with documents as evidence of illness, and death in family. Only students with a documented prior notice will be able to take a make-up exam or submit a late assignment.

### **Assignments and Grading policy**

**Assignments for this course include the following:**

**2 Midterm Examinations, 15% each:** consisting of multiple choice questions and short essays based on lectures, readings, films, and class discussions. You are required to bring a green book and a scantron (Form no 882-E) to class for each of the exams. Each test will be worth 100 points.

**20% A Final Examination** consisting of multiple choice questions and short essays based on lectures, readings, films, and class discussions. You are required to bring a green book and a scantron (Form no 882-E) to class for each of the exams. Each test will be worth 100 points.

**10% Weekly Online assignments** (questions on the weekly reading assignments)

**15% Presentation of a team research.** This assignment requires students to work in a small team to create a presentation on a topic related to biological anthropology. More detailed instructions will be provided in class and uploaded to Canvas.

**15% Three short papers.** Topics will be discussed in class.

**10% Class participation**

**Reading Assignments.** Students are expected to have read the assigned readings before each lecture and prepared to discuss the material in class.

### **Grading Policy**

Course grades will be assigned as follows:

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D+ = 68-69%

D = 64-67%

D- = 60-63%

Below 63% F

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### **ANTH 12 SPRING 2018 COURSE SCHEDULE**

This schedule is subject to change with fair notice and such changes will be communicated to you by the instructor in class and via email. you by the instructor in class and via email.

<b>DATE</b>	<b>TOPICS AND READING ASSIGNMENTS</b>
<b>01/25</b>	<b>Introduction</b> Introduction to the class goals and format and review of the syllabus.
<b>01/30-02/01</b>	<b>History of Evolutionary Theory</b> <b>Reading:</b> Chapter 1: pp. 1-10
<b>02/06-02/08</b>	<b>Evolutionary Concepts</b> <b>Readings:</b> Chapter 1: pp. 10-14 Charles Darwin "Embryology: Rudimentary Organs" In <i>The Origin of Species</i> : Chapter XIII p 15
<b>02/13-02/15</b>	<b>Mendelian Genetics and Modern Synthesis</b> <b>Readings:</b> Chapter 2: pp 33-45 David Schardt <i>Epigenetics: It's what turns you on ... and off</i> p 49
<b>02/15</b>	<b>FIRST PAPER DUE</b>
<b>02/20-02/22</b>	<b>Cells, DNA, and Protein Synthesis</b> <b>Readings:</b> Chapter 3: pp. 57-68 Kenneth W. Krause. <i>Help! Is there an Evolutionary Biologist in the House?</i> p 73

<b>02/22</b>	<b>FIRST MIDTERM</b>
<b>02/27-03/01</b>	<b>Primates I</b> <b>Readings:</b> Chapter 4: pp. 79-85
<b>03/06-03/08</b>	<b>Primates II</b> <b>Readings:</b> Chapter 4: pp. 86-99 Robert W. Shumaker <i>The Missing Link? Maybe Fear</i> p 103
<b>03/08</b>	<b>Second paper due</b>
<b>03/13-03/15</b>	<b>Studying the Past: The evidences</b> <b>Reading:</b> Chapter 5: pp. 111-114
<b>03/20-03/22</b>	<b>Earliest Humans</b> <b>Readings:</b> Chapter 5: pp. 115-134 Martin Meredith. <i>Born in Africa: The Quest for the Origins of Human Life</i> p 139
<b>03/22</b>	<b>SECOND MIDTERM</b>
<b>04/03-04/05</b>	<b><i>Homo erectus</i> and Sibling Species</b> <b>Readings:</b> Chapter 6: pp.145-156 Maciej Henneberg, Robert B. Eckhardt, and John Schonfield. <i>The Hobbit Trap: How New Species Are Invented</i> p161
<b>04/10-04/12</b>	<b>Archaics and Homo Sapiens I</b> <b>Reading:</b> Chapter 7: pp.165-170
<b>04/17-04/19</b>	<b>Archaics and Homo Sapiens II</b> <b>Readings:</b> Chapter 7: pp.175-180 <i>Ian Tattersall. Human Origins: Out of Africa</i> p 185

<b>04/24-04/26</b>	<b>Human Variation and Adaption</b> <b>Readings:</b> Chapter 8: pp. 195-203
<b>05/01-05/03</b>	<b>Human Variation and Adaption</b> <b>Readings:</b> Chapter 8: pp. 204-212 Kenneth W. Krause . <i>Change We Can Believe In</i> p 215
<b>05/08-05/10</b>	<b>Review</b> <b>THIRD PAPER DUE</b>
	<b>FINAL Wed, May 16<sup>th</sup> 7:15am-9:30am</b>



## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>