

INTRODUCTION TO HUMAN EVOLUTION

Anthropology Department; SJSU

ANTH 012 Section 3 (Lec: 48080)
Tuesdays & Thursdays 1200 – 1315

Fall 2008
WSQ 207

PLEASE READ THIS ENTIRE GREENSHEET CAREFULLY! IT IS YOUR CONTRACT WITH ME REGARDING ASSIGNMENTS, GRADES, AND ADDITIONAL POLICIES THAT ARE INTENDED TO GIVE ALL STUDENTS THE SAME FAIR AND EQUAL CHANCE AT RECEIVING CREDIT FOR THE COURSE.

Dr. Elizabeth Weiss

Office: CL 404R

Office Hours: T, R 1030-1130; 1330-1430; W 1345-1445 (Or available by appointment via prior arrangement)

Phone: 408-924-5546

E-mail: eweiss@email.sjsu.edu

If you have any concerns about your class performance or comprehension, please come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

COURSE WEB PAGE: http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=515

COURSE DESCRIPTION

Catalogue 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

ANTH 012 as a General Education Course: Anth 012 is a Science GE offering (core GE, B2/Life Science). Basic objectives for student learning in all science core GE courses are the abilities to:

- 1) use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;
- 2) demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and
- 3) recognize methods of science, in which quantitative, analytical reasoning techniques are used.

More specifically, life science courses, such as Anth 012, focus on:

- Structure and functions of living organisms;
- Levels of organization of living systems;
- Strategies of survival and reproduction;
- Patterns of evolution;
- Principles of genetics, including the basis for variation; and
- Interaction of organisms and their natural environment.

Departmental Learning Objectives and Skills: The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an 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.

Attaining the Course Objectives/Goals: 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.

REQUIRED TEXT: Our Origins: Discovering Physical Anthropology by C. S. Larsen, 2008

COURSE REQUIREMENTS:

- **Exam requirements** include ten pop quizzes and a comprehensive final exam; Scantron T&E 0200 will be required for the final; exams and quizzes will address content and learning objectives of GE requirements.
- **Writing requirements** include three take home assignments each of which will consist of 2 pages for a minimum of 500 words per assignment. The topics will be discussed in detail in class; they are designed to address the GE learning objectives (with each writing assignment covering one of the learning objectives and incorporating the content objectives in these assignments as well). **Writing assignments cannot be re-written after they have been graded.**
 - I am happy to read rough drafts and help students with their papers if they come to my office hours and I will hold extra office hours prior to the papers' due dates.
 - **Failure to turn in any of the writing assignment will result in an F in the class, regardless of achievement on other portions of the course (this is a university policy on GE course).**
- Once I have graded an assignment, it will be in class to pick up. Students are required to pick up their assignments within two class periods and keep their assignments until the end of the semester, which is intended to prevent problems of lost grades and other similar issues.

GRADING POLICY AND PROCEDURES: The final semester grade will be based on the following (each of which is graded on a scale of 100):

Quizzes	10 X 3% =	30%
Writing Assignments	3 X 10% =	30%
Comprehensive Final	1 X 40% =	40%
Total		100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	59% and Below = F
91-96% = A	81-86% = B	71-76% = C	61-66% = D	
90% = A-	80% = B-	70% = C-	60% = D-	

Grade Calculation: You should keep track of their grades, which entails picking up participation assignments, quizzes, writing assignments, and exams in a timely manner. I will bring graded assignments to class; you can pick them up after class or come to my office to pick them up. By filling in the table, you can determine your progress.

Assignment	Assignment Grade	Weight	Weighted Grade	Grade ¹
Quiz 1		X 0.03 =		
Quiz 2		X 0.03 =		
Quiz 3		X 0.03 =		
Quiz 4		X 0.03 =		
Quiz 5		X 0.03 =		
Quiz 6		X 0.03 =		
Quiz 7		X 0.03 =		
Quiz 8		X 0.03 =		
Quiz 9		X 0.03 =		
Quiz 10		X 0.03 =		
Writing Assignment 1		X 0.10 =		
Writing Assignment 2		X 0.10 =		
Writing Assignment 3		X 0.10 =		
Final		X 0.30 =		
GRADE ¹				
CLASS GRADE				

¹ Add all the weighted grade numbers together to get your grade.

Extra Credit: There will be five (5) extra credit opportunities (about one each month). Each extra credit is worth 1% added to the overall grade.

Attendance and Participation: There will be various in-class participation assignments intended to help students on future quizzes, writing assignments, and the final. I highly recommend students attend class as often as possible. Some quizzes will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period.

Make-up Work: If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me at the main department office, or coming by during my office hours.

Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise.

- Documents need to be official and verifiable, such as hospital receipts, police records, etc.
- Some valid excuses may include illnesses that include hospital stays, car accidents, and a parental death.
- Some non-valid excuses may include weddings, computer problems, financial difficulties, and funerals of unrelated individuals (Occurrences that involve family members or friends will be considered only with documentation and collaborative evidence of relationships and the necessity of your attendance).
- These are examples; each case will be evaluated on a case-by-case basis and all decisions are final.
- **No emailed papers, papers slid under my office door, or put in my office mailbox will be accepted.**
- **It is not possible to make-up quizzes; if you have a documented valid excuse for missing a quiz the remaining quizzes will be weighted more heavily.**

IMPORTANT

UNIVERSITY, COLLEGE, OR DEPARTMENTAL POLICY INFORMATION

Academic integrity statement (from Office of Judicial Affairs):“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>”

CHEATING and PLAGIARISM

- **I HAVE ZERO-TOLERANCE FOR CHEATING AND PLAGIARISM; IF YOU CHEAT OR PLAGIARIZE, YOU WILL FAIL THE COURSE.**
- Incidences of cheating and plagiarism will be turned into the academic integrity office; you have two (2) office hour periods to discuss the issue with me prior to my turning in the report.
- Students are responsible for understanding and adhering to the academic integrity policy.
- I will only discuss individual cases concerning academic integrity in my office.
- In-Class assignments and quizzes must be done in class and each student will turn in their own work with their Student ID number on their paper.

Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability.”

- **Students signed up with the Disability Resource Center must discuss the necessary special arrangements or accommodations and provide the paper work in my office during office hours or schedule an appointment.**

CLASS BEHAVIOR

- Newspaper reading is not allowed in class.
- **CELL PHONES, ETC.:** No electronics (which include Ipods, Mp3 Players, Sidekicks, Cell phones, Laptops, etc.) will be allowed out in class. Before class begins, you should turn off all electronics and put them out of sight.
 - **Rare exceptions may be made if the student has signed up with the Disability Resource Center (DRC), comes to see me regarding the issue, and has specific recommendation from the DRC for laptop use rather than a note-taker or other accommodation.**
 - **Any discussion regarding student accommodations must be done in my office during office hours or at a scheduled appointment time.**
- If you are asked to leave the classroom for any behavioral reason, you cannot make up the assignments missed during that class.
- Any behavior that is deemed disruptive to the instructor or other students may result in the disrupting student to be referred to the Judicial Affairs Officer of the University.

MISCELLANEOUS, BUT IMPORTANT

- Students are responsible for understanding policies about adding, dropping, academic renewal, and incompletes.
- Students are responsible for being aware of assignment due dates and the final exam schedule.
- Students who miss classes should keep up with course readings and obtain notes from a classmate.
- If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.
- Library Liaison For Anthropology: **Bernice Redfern**; Librarian; (408) 808-2038; Bernice.Redfern@sjsu.edu

COURSE OUTLINE

Date	Topic and Assignments	Assigned Readings (Read prior to coming to class)
Aug. 26	Introduction	
28	What is Physical Anthropology?	Chapter 1
Sept. 02	History of Evolutionary Theory (Sept. 5 Last Day To Drop)	Chapter 2: 23-40
04	Natural Selection	Chapter 2: 23-40
09	Discovering Inheritance	Chapter 2: 40-51
11	Genetics: DNA and Genes (Sept. 12 Last Day To Add)	Chapter 3: 53-75
16	Genes and Traits/ Signed Greensheet portion due	Chapter 3: 75-81
19	Modern Evolutionary Theory Writing Assignment 1 Due (Addresses GE B2 Learning Objective 2: write on the evidence of evolution and how this evidence has been shaped, hidden, used, and misused by politics and the society's morals.)	Chapter 4
23	Human Biology: Variation	Chapter 5: 119-122
25	Human Biology II: Life History	Chapter 5: 123-134
30	Human Biology III: Adaptation	Chapter 5: 134-151
Oct. 02	Primates: General Traits	Chapter 6: 154-170
07	Primate Groups and Models	Chapter 6: 170-195
09	Fossils: Dating Writing Assignment 2 Due (Addresses GE B2 Learning Objective 1: write about the past and present concepts of anthropomorphism and the opposite anthropodenial and how these views have changed how we view ourselves and other primates).	Chapter 7: 199-226
14	Reconstructing the past	Chapter 7: 227-231
16	Primate Fossils	Chapter 8
21	Human Fossils: What makes a hominid	Chapter 9: 270-281
23	Human Fossils: On the Brink of Man	Chapter 9: 282-286
28	Human Fossils: Early Australopithecines	Chapter 9: 286-293
30	Human Fossils: Australopithecines	Chapter 9: 293-301
Nov. 04	Human Fossils: Early Homo	Chapter 10: 302-308
06	Human Fossils: Homo goes global	Chapter 10: 309-329
11	NO CLASS VETERANS DAY	
13	Human Fossils: Archaics and Us	Chapter 11: 332-341
18	Human Fossils: Neanderthals	Chapter 11: 341-356
20	Human Fossils: Modern Humans	Chapter 11: 357-370
25	Human Fossils: Migrations Writing Assignment 3 due (Addresses GE B2 Learning Objective 3: write about how paleoanthropologists use fossils and genetic evidence to reconstruct the past; plus, students are required to analyze the controversies analytically rather than rely on just one source of information.)	Chapter 11: 370-379

Date	Topic and Assignments	Assigned Readings (Read prior to coming to class)
27	NO CLASS THANKSGIVING	
Dec. 02	Agriculture and Health	Chapter 12: 281-415
04	Applied Biological Anthropology	Chapter 13
09	Final Review	

FINAL EXAM: Tuesday, December 16 at 0945-1200; REMEMBER TO BRING YOUR T&E 0200 SCANTRON!

After you have read the syllabus, please sign on the line below, include your student ID number and the date and remove this portion of the syllabus and return it to me by February 12th 2008.

I have read, understood, and agree to the conditions mentioned in the above syllabus regarding topics covered, assignments, grading, extra credit, and all other policies and procedures mentioned for ANTH 012 Section 3 (Lec: 48080).

Signature of Student/Student ID Number

Date