

**San José State University  
Department of Anthropology  
Anthropology 12 (02)  
Introduction to Human Evolution  
Fall 2011**

**Instructor:** Karen Fjelstad  
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**Office hours:** MW 1:30-2:45; 4:30-5:15  
**Class days/time:** MW 12:00-1:15  
**Classroom:** WSQ 04

**Faculty Web Page**

Copies of the course syllabus and major assignment sheets may be found on my faculty web page accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are responsible for regularly checking with the new messaging system through MySJSU. This will be used for updates, etc. You may not reply to this message, use my email address for questions, etc.

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**Course Description and Goals**

Biological, or physical, anthropology studies biological and physical aspects of humans in order to understand how and why we vary and how we got this way. It covers all biological aspects of what makes us human. This course is an introduction to this field of study. We focus therefore, on basics of biology, in order to understand how we vary; evolutionary theory, to understand how we got to be this way; modern primates and their behavior, because inherent to understanding us in understanding our nearest relatives, the primates; and we examine the fossil evidence for human and primate evolution, in order to see how we got here. 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 is a Science GE offering (core GE, B2/Life Science). The course is an introductory one; thus, no specific prior knowledge is assumed. **There are no prerequisites to take this course.**

**GE/SJSU Studies Learning Outcomes (LO)**

Upon successful completion of this course:

**LO1:** Students will recognize methods of science, in which quantitative, analytical reasoning techniques are used.

**LO2:** Students should be able to use the methods of science and knowledge derived from current scientific

inquiry in life or physical science to question existing explanations,

**LO3:** Students should be able to demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues

**LO4:** Writers must understand material, be able to organize it logically, compare and contrast facts and ideas, and draw conclusions. Students will apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity, conciseness, and coherence in writing.

#### **Course Content Learning Outcomes**

In addition to the above overall objectives of all life science GE courses, Anth 012 also has several more specific learning objectives. By the completion of this course, students should be able to:

- Think critically;
- Recognize a testable hypothesis;
- Differentiate between a hypothesis and a general theory;
- Recognize how evolutionary theory is part of a wider scientific approach;
- Recognize biases;
- Know the historical development of Western scientific tradition;
- Distinguish and understand the primary factors influencing evolutionary change;
- Discern how basic life processes play a part in the variation necessary for evolution;
- Understand the relationships between humans and other organisms; and
- Understand the biology and culture of human diversity.

#### **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 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**

**Stanford, C. et al. Exploring Biological Anthropology, the Essentials, Second Edition Pearson Education, 2010 with MyAnthroLab.** Students should read the assigned readings before they come to class. Also, students should feel free to ask questions when something in the lecture or book is not clear.

#### **Classroom Protocol/Student Responsibilities**

Please do not use your cell phones or MP3 players for any purpose during class. However, if you are expecting an important call you should notify me so we can make arrangements. Please do not use your computers to take notes during in-class films.

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.

I have a zero-tolerance on 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. Students are responsible for understanding and adhering to the academic integrity policy.

I will not answer questions about what occurred in class due to an absence. Please ask your fellow students for copies of their notes.

Students are responsible for understanding policies about adding, dropping, and incompletes.

Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.

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.

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at <http://www.sjsu.edu/registrar/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

### **University Policies**

#### **Academic integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. 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 members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity and other resources related to student conduct can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

#### **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 DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

## Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional labs may be available to students in your department/college. Computers are also available in the Martin Luther King Library.

## Learning Assistance Resource Center

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

## SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call 924-2308.

## Peer Mentor Center

The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are *navigators*, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center is located on the first floor of Clark Hall in the Academic Success

## Assignments and Grading Policy

Class lectures, videos, and discussion will supplement required readings, thus your preparation and participation in class becomes critical to your understanding of the material. To be successful in this class, you should read assignments before class, show up on time, and have questions ready.

**You will write 4 short (2 page) papers.** The topics will be discussed in detail in class; they are designed to address the learning objectives (with each writing assignment covering one of the learning objectives and incorporating the content objectives in these assignment as well). The essays will be assessed for content, correctness, clarity, conciseness, grammar, and spelling.

**You will have two in-class exams (one midterm and one final).**

**You will have ten quizzes on MyAnthroLab.**

Midterm	100 points
Final	100
Quizzes	100
Papers (4x25)	100
Total	400 points

**Final grades will be calculated as follows:**

A+ = 396-400 pts.	B+ = 352-359	C+ = 312-319	D+ = 272-279
A 372-395	B 332-351	C 292-311	D 252-271
A- 360-371	B- 320-331	C- 280-291	D- 240-251

## Anth 12 Course Schedule

(Note: subject to change with fair notice.)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 24	Introduction to Class and My Anthro Lab
2	Aug. 29-31	Introduction to Anthropology, Hallmarks of Anthropology Read: Ch. 1
3	Sept. 7	What is Science/Origins of Evolutionary Thought Read: Ch. 2 <b>PAPER #1 ASSIGNED</b>
4	Sept. 12-14	Intro to Genetics Read: Ch. 3
5	Sept. 19-21	Genotype/Phenotype <b>PAPER # 1 DUE</b> Read: Ch. 4
6	Sept. 26-28	Forces of Evolution Read: Ch. 5 <b>PAPER # 2 ASSIGNED</b>
7	Oct. 3-5	Population Genetics and Variation Read: Ch. 6 <b>PAPER # 2 DUE</b>
8	Oct. 10-12	Review <b>Midterm</b>
9	Oct. 17-19	Primates Read: Ch. 7 <b>PAPER # 3 ASSIGNED</b>
10	Oct. 24-26	Primate Behavior Read: Ch. 8
11	Oct. 31-Nov.2	The Fossil Record Read: Ch. 9 <b>PAPER # 3 DUE</b>
12	Nov. 7-9	Early Hominids and <i>Australopithecus</i> Read: Ch. 10
13	Nov. 14-16	The Rise of Genus <i>Homo</i> Read: Ch. 11 <b>PAPER # 4 ASSIGNED</b>
14	Nov. 21-23	Archaic <i>Homo sapiens</i> and Neanderthals Read: Ch. 12
15	Nov. 28-30	The Origin and dispersal of <i>Homo sapiens</i> Read: Ch. 13 <b>PAPER # 4 DUE</b>
16	Dec. 5-7	Biology and Behavior of Modern Humans Read: Ch.14 Review

Final examination    Wednesday, December 14 9:45-12:00