

**San José State University**  
**Anthropology Department**  
**ANTH 12, Introduction to Human Evolution, Section 3, Fall 2018**

**Course and Contact Information**

**Instructor:** Amanda Feldman  
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**Office Hours:** M 11:30-12:30 pm  
**Class Days/Time:** TTh 9:00-10:15 am  
**Classroom:** CL 202  
**GE/SJSU Studies Category:** B2/Life Science

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

This course relies heavily on Canvas for updates and materials. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.

**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)**

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**

Biological Anthropology, 7<sup>th</sup> Edition

ISBN: 978-0078034954

Author(s): Michael Alan Park

Published by: McGraw Hill Publishing Company

### **Selected Readings**

Introduction to Physical Anthropology

Author: Arnie Schoenberg

Readings can be found on Canvas

## **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 completing assignments, labs, clinical practica, and so on. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Exams: There are two non-cumulative midterm exams and a cumulative final exam for this course. Students must take all three exams to pass this course. All exams are based on the textbook and lecture material. Study guides and review sessions will be provided in class prior to each exam. I use ZipGrade scantron forms, which can be found on Canvas. This form must be printed for all exams. “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Introduction Module and Quiz: The introduction module will cover information on the syllabus, plagiarism, and class expectations. The quiz must be completed on Canvas before I will accept any assignments.

Research Project: Students will write two 3-page papers on one topic related to biological anthropology. The goal of this assignment is to develop your own research on a topic of your choosing relevant to natural selection and evolution, primatology and primate conservation, paleoanthropology, genetics, or issues humans face as biological organisms. Ideally, you should choose a topic that you can relate to your career/academic interests. Failure to complete Part 1 and 2 will result in a failing grade for the course, regardless of other assignments completed (this is a GE requirement).

- The completed paper will include the following sections: Title Page, Abstract (2-3 paragraphs), Problem Statement (1-2 pages), Research Questions (1-2 paragraphs), Research Methodology (1-2 pages), Analysis (2 pages), Conclusion (1-2 paragraphs), References in a scholarly format. The paper will be split up into two parts (3-pages).
- In Part 1, the following sections are required: Problem Statement, Research Questions, Research Methodology, and References (5 scholarly, peer-reviewed sources in APA or MLA format).
- In Part 2, everything from Part 1 must be corrected, and the following additional sections are required: Abstract, Analysis, and Conclusion.
- The following standards are required: 12 point Times New Roman font, double spacing, and 1-inch margins with a title page and references page (with 5 sources). Excellent formatting skills and neatness is required to succeed in this assignment. Failure to comply with these standards will result in a loss of points. Both Part 1 and Part 2 must be turned in on Canvas on the scheduled due dates.

Assignments: This course includes participation in class discussions and in-class exercises that will be turned in during class. In-class exercises cannot be made up if missed. It is expected that students will complete course readings before class, ask questions, and be prepared to contribute.

### **How to be Successful in This Course:**

This is a biological course, so expect to learn a lot of new terminology, species names, and words that you have never heard of before. Many of the concepts we will be examining are complex, so it is imperative that you complete the reading before class. When taking notes, do not try to furiously copy slides word for word (this is why I provide the lectures on Canvas). Pay attention to the examples we talk about in class, and make sure you ask questions if you are not sure about something. For some useful note-taking strategies, refer to: <https://www.goconqr.com/en/examtime/blog/4-note-taking-strategies/>. Additional information, tips, and strategies can be found on my class website: <https://dumbhum4ns.blogspot.com>

Though we will be analyzing humans as biological organisms, we will also examine the influence of human behavior and culture. Various media segments, including excerpts from controversial films, television programs, and documentaries, will be included in this course. This class will challenge your everyday preconceptions about the world around you. I ask that you keep an open mind and be respectful of others with different opinions.

Finally, my exams include the following types of questions:

- Conceptual - interpreting cause and effect relationships, ability to justify methods and procedures
- Foundational - determining the best definition, determining if true or false, recognizing plausibility
- Terminology - matching the term with the definition
- Critical thinking - understanding nuances of important terms, ability to think critically

Study Tips:

- Reread through your notes/lecture slides. A good strategy is to create flashcards and try to rewrite important definitions/concepts in your own words.

- If you were to create an exam on this material, what questions would you ask?
- Think about the big picture. For instance, why is it important that we shifted from the Great Chain of Being to Darwin's theory of evolution by natural selection? How are we affected by genetic diseases/disorders? Why do some primates act the way they do? How do you distinguish two different hominin species?
- Try explaining or teaching concepts to others. Without notes, try to repeat the definition of a concept and come up with an example for each one.
- Form a study group.

## Grading Information

To pass this course, students must receive a grade of C or higher.

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

Exams	2 X 20%	=	40%
Assignments	1 X 15%	=	15%
Research Project	1 X 20%	=	20%
Final Exam	1 X 25%	=	25%
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-	

## Make-up Work

Only students with a valid, *documented* excuse will be able to take an exam or submit an assignment late. Exams cannot be taken before the scheduled exam date. Grades will be deducted by 10 points for every day an assignment is late.

## Classroom Protocol

Your education is your responsibility! You are required to adhere to the following guidelines:

- Due to the structure of class sessions, laptops are not permitted unless a student has a valid, documented need. If it is absolutely necessary to have a laptop, the student must sit in the front row. Cellphone use is prohibited in the classroom. If a cellphone or tablet is out in class, the student will receive one warning and will be asked to leave. **The next time this happens, the student will be expelled from the course.**
- You are expected to arrive on time, do the assigned readings, and be prepared to discuss the material in class. Continuous side conversations or disruptive behavior will not be permitted.
- Some sensitive topics will be discussed in class. You are expected to be respectful of others during class discussions.
- Emails should conform to a professional format. Extensive questions need to be addressed during office hours. Think about your questions carefully, and make sure to look over the syllabus/assignment thoroughly. I will not respond to questions that can be addressed from reading the syllabus or assignment.

## 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/>

## ANTH 12 / Introduction to Human Evolution, Fall 2018, Course Schedule

*This schedule is subject to change with fair notice; any changes will be announced and posted to Canvas.*

### Course Schedule

Week	Date	Topics	Readings, Assignments, Deadlines
1	8/21 – 8/23	Introduction to Course; Biological Anthropology Scientific Method and Experimental Design	Park 1-21 Schoenberg Ch. 1.1 - 1.1.1.1.5
2	8/28 – 8/30	History of Evolutionary Theory Natural Selection and Evolution	Park 22-40 Schoenberg Ch. 2.2.2 - 2.2.2.2 <b>Introduction Quiz due: 8/30</b>
3	9/4 – 9/6	Cells, DNA, and Protein Synthesis Mendelian Genetics	Park 364-366 Park 42-58
4	9/11 – 9/13	Complex Traits, Mutations, and Nature vs. Nurture Modern Synthesis of Evolution	Schoenberg Ch. 2.4.4, Ch. 2.5 Park 60-79, 367-370
5	9/18 – 9/20	<i>Exam 1 Jeopardy Review</i> <b>EXAM 1</b>	
6	9/25 – 9/27	Critical Evaluations of Scientific Research; <i>Writing Workshop</i> (mandatory) Constraints on Adaptation; Speciation	Schoenberg Ch. 4.1 - 4.10 <b>RP Research methodology due: 9/27</b>
7	10/2 – 10/4	General Primate Characteristics Primate Classification; Strepsirrhines and Tarsiers	Schoenberg Ch. 4.11 - 4.11.2.3 Park 116-138
8	10/9 – 10/11	Basic Primate Ecology: Food, Territory, and Living in Groups; Anthropoids Sexual Selection and Group Composition; Apes	Schoenberg Ch. 5.3 Park 138-147 <b>RP Part 1 due: 10/11</b>
9	10/16 – 10/18	The Evolution of Cooperation <i>Exam 2 Jeopardy Review</i>	Park 148-168
10	10/23 – 10/25	<b>EXAM 2</b> The Fossil Record	Park 83-114, 171-196
11	10/30 – 11/1	Paleoecology and Early Hominins Early <i>Homo</i> ; Nutritional Stressors	Park 198-232 Park 234-259
12	11/6 – 11/8	Genus <i>Homo</i> ; Cultural Selection	Park 259-276

Week	Date	Topics	Readings, Assignments, Deadlines
		<i>Homo sapiens</i> and the Evolution of Intelligence	Park 276-295
13	11/13 – 11/15	Human Mating Patterns; Parent-Offspring Conflict Human Adaptation	Schoenberg Ch. 7.1 Park 296-318 <b>RP Part 2 due: 11/15</b>
14	11/20 <b>11/22 – 11/23 Holiday</b>	Racial Variation <b>Thanksgiving Break No Class</b>	Park 320-345
15	11/27 – 11/29	Demographic Trends; Evolutionary Psychology Human Variation and Global Issues	Schoenberg Ch. 7.5, Ch. 8 Park 346-363
16	12/4 – 12/6	Health and Disease in Human Populations Modern Evolutionary Forces <i>Final Review: Bring in questions</i>	Schoenberg Ch. 7.2
Final Exam	12/12	<b>Final Exam CL 202 7:15 – 9:30 am</b>	