

**College of Social Sciences/Anthropology**  
**ANTH012, Introduction to Human Evolution, Section 3,**  
**Spring 2015**

**Contact Information**

<b>Instructor:</b>	Dr. Elizabeth Weiss
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<b>Office Hours:</b>	TuTh 1045 – 1145 (or by appointment)
<b>Class Days/Time:</b>	TuTh 1200 – 1315
<b>Classroom:</b>	WSQ207
<b>GE/SJSU Studies Category:</b>	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. There are no prerequisites to take this course.

**Course Goals and Learning Objectives**

**GE Learning Outcomes (GELO)**

To fulfill the GE writing requirement students will write two 3-page (750 words) essays. Each writing assignment is a take-home assignment and will be submitted in class.

Both the writing assignments and exam questions will be utilized to assess GE learning outcomes.

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

GELO1 use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;  
GELO2 demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and

GELO3 recognize methods of science, in which quantitative, analytical reasoning techniques are used.

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

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.

### **Course Goals and Student Learning Objectives**

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.

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

The Human Organism: Explorations in Biological Anthropology; Edited by: E. Weiss  
Published by: Cognella Publishers

Purchase for a discounted price at <https://students.universityreaders.com/store/>

Cost: \$79.95

ISBN: 978-1-63189-452-7

## Course Requirements and Assignments

Preparation and participation requirements. Read the text prior to coming to class and come with questions.

Exam requirements. There will be 5 pop quizzes. You will also have a midterm and a comprehensive final exam. Exam questions are designed to assess course and GE learning objectives.

Writing requirements. Two 750 word papers. Writing assignments must be turned in both as a printed version at the beginning of class and to 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.”

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

Class ID: 9040919

Class Name: ANTH012 Spring 2015

Password: hominid

## Grading Policy

To pass this course, you must receive a grade of D- or higher.

Students should keep track of their grades, which entails picking up writing assignments and exams in a timely manner. I will bring graded assignments to class and students can pick them up after the class period or they can come to my office to pick them up. If you have any grade issues, you must come to my office during office hours to resolve the issue.

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

Writing Assignment 1	1 X 10%	=	10%
Writing Assignment 2	1 X 15%	=	15%
Pop Quizzes	5 X 1%	=	5%
Midterm Exam	1 X 30%	=	30%
Final Exam	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+	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: 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 an exam (including the final) or submit a writing assignment late. The final will only be given on the scheduled time; I will not schedule any early finals.

IMPORTANT: Emailing should only be utilized to set up an appointment to see me; I will not answer any other emails.

CLASS BEHAVIOR: I consider my students adults. Attendance is optional. When one attends lecture, one should behave appropriately and pay attention. If one feels that they cannot pay attention (for whatever reason), then one should not attend class.

Electronics will not be allowed out in class; exceptions will be made for students with documented AEC accommodation letters. If you have bought the e-text version of the book, then either print off the appropriate pages or have notes with you to discuss the reading.

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.

## **Departmental Goals**

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Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## **Credit Hours**

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.

## **University Policies**

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Here are some of the basic university policies that students must follow.

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies** <http://info.sjsu.edu/static/catalog/policies.html>.

**Add/drop deadlines** [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop Policy** <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

**University Policy S12-7** <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

**University Academic Integrity Policy S07-2** <http://www.sjsu.edu/senate/docs/S07-2.pdf>

**Student Conduct and Ethical Development website** <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

**Presidential Directive 97-03** [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

**Accessible Education Center** <http://www.sjsu.edu/aec>

## Resources

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The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

## ANTH12-3 / Introduction to Human Evolution, Fall 2014, Course Schedule

Week	Date	Topics, Readings, Assignments (In bold) Deadlines
1	1/22	Introduction to course; Fields of Anthropology
2	1/27 1/29	Writing Guidelines; History of Evolutionary Theory: Chapter 1: pp. 1-6 Understanding Natural Selection: Chapter 1: pp. 6-12
3	2/3 2/5	Evidence of Evolution: Reading 1: pp. 14-28 and Reading 2: pp. 40-48 Evolutionary family trees: (no reading, time to catch up on reading)
4	2/10 2/12	Genetics and the Modern Synthesis: Chapter 2: pp. 29-37 Cells, DNA, and Protein Synthesis: Chapter 3: pp. 49-55
5	2/17 2/19	Molecular Anthropology: Chapter 3: pp. 55-58; Reading 3: pp. 60-69 General Primate Characteristics: Chapter 4: pp. 73-76
6	2/24 2/26	Prosimians and Tarsiers: Chapter 4: pp. 76-79; Reading 4: 92-107 New World Monkeys: Chapter 4: pp. 79-82
7	3/3 ¾	Old World Monkeys: Chapter 4: pp. 82-85 Apes: Chapter 4: pp. 85-90
8	3/10 3/12	Primates as Models for Human Evolution: Reading 5: pp. 108-116 and Reading 6: pp. 118-123 <b>Midterm Review; Writing Assignment I Due</b>
9	3/17 3/19	<b>Midterm</b> Fossils: Chapter 5: pp. 127-130
10	3/24 3/26	<b>SPRING BREAK</b>
11	3/31 4/2	<b>No class</b> Contenders for the earliest hominid: Chapter 5: pp. 130-135
12	4/7 4/9	Gracile Australopithecines: Chapter 5: pp. 135-140; Reading 7: pp. 146-150 Robust Australopithecines and Early <i>Homo</i> : Chapter 5: pp. 140-144
13	4/14 4/16	<i>Homo erectus</i> and sibling species: Chapter 6: pp.151-158 <b>No Class; Time to catch up on your reading and work on your paper.</b>
14	4/21 4/23	<i>Homo heidelbergensis</i> : Chapter 7: pp. 161-164 Neanderthals: Chapter 7: pp. 164-168; <b>Writing Assignment II Due</b>
15	4/28 4/30	Origins of Modern Humans; Chapter 7: pp. 168-170; Reading 8: pp. 172-184 and Reading 9: 186-194 Human Variation: Chapter 8: pp. 197-199; Reading 10: pp. 210-226
16	5/5 5/7	Human Adaptation and Acclimatization: Chapter 8: pp. 200-204; Reading 11: pp. 228-233 and Reading 12: 234-242 Human Life Cycle: Chapter 8: pp. 204-208
17	5/12	<b>Review</b>
<b>Final Exam</b>	<b>5/15</b>	<b>Friday, 0945 – 1200: In WSQ207; bring scantron 882-e and number 2 pencil.</b>

