

ANTH 12

Introduction to Human Evolution

Spring 2018, Section 1 (21667)
San José State University
Department of Anthropology/ College of Social Sciences

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Office Hours:	Tuesdays 2:00-3:45 or by appointment
Class Days/Time:	Mondays and Wednesdays 12:00-1:15
Classroom:	WSQ 004
GE/SJSU Studies Category:	B2/Life Science

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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.

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.

Course Goals and Learning Objectives

GE B/SJSU Learning Outcomes (GELO)

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.

In all CLO the core GE requirements of Information Literacy, Qualitative and Quantitative Reasoning, and Critical Thinking are addressed through particular assignments or parts of assignments.

Course Learning Outcome	Assessment Instrument	Basic Competency Measure
1- use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations	Writing exercises on particular topics focusing on underlying methods. Targeted exam questions.	Accurate identification of methods expressed in written assignments. 85% or higher reflects competence.
2- demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues	Writing exercises and in-class discussions weighing validity of methods. Targeted exam questions.	Accurate identification of methods expressed in oral or written assignments. 85% or higher reflects competence.
3- recognize methods of science, in which quantitative, analytical reasoning techniques are used.	Writing exercises and in-class activities of cause-effect analysis. Targeted exam questions.	Correct application of developed concepts in written exercises and examinations. 85% or higher reflects competence.

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

- CLO1 explain the evolutionary process, how it works, and how scientists have come to understand the process (specifically to understand ourselves).
- CLO2 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**

Exploring Biological Anthropology: The Essentials. Stanford Craig, John S. Allen, Susan C. Antón, Pearson Publishing Company, 2013. 4th edition (earlier editions acceptable). ISBN: 978-0-13-401419-7

- **Other readings:**

Supplementary course readings or handouts in PDF format. Available on the course Canvas page.

Course Requirements and Assignments

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course required Assignments and Grading Policy

You will be required to enroll in Canvas to access course materials, grades, course announcements, and submit papers and assignments. A quick guide is found at: http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

Students will be graded on the following assignments:

- **Three Exams**

Two tests and a comprehensive final exam will be given during the semester. The dates are indicated in the schedule table at the end of the syllabus. The tests and final exam are multiple choice and will require use of **Scantron T&E 0200**. Make sure that all the required fields in the form (name, student number, etc.) are completed before you turn in your test. You can fill in the form before you arrive to the class. Objective questions are included to assess core content. (each exam = 100pts).

Failure to take any exam will result in a failing grade regardless of other completed work

- **Writing requirements**

Two papers of at least 750 words are required for this course. All writing assignments must be turned in via Canvas by the scheduled due date. Details on these assignments will be discussed in class and posted in Canvas. Topics need to address the GE learning objectives detailed above. Writing assignments will be assessed for grammar, clarity, conciseness and coherence. Run your papers through the spell checker before submitting. I encourage you to consult with the Writing Center if you need assistance to proof your grammar and construction. This is a resource you have paid for with your tuition!! I provide some further

information later in this syllabus. Guidelines for the written assignments will be provided during class. (each essay = 50pts)

All writing assignments are required to pass the class. Failure to complete any of the two writing assignments will result in a failing grade regardless of other completed work.

- **In-class Exercises**

There will be a number of class interactive exercises and discussions in individual or group form throughout the semester. Some exercises may include additional reading material providing a glimpse at the current issues and controversies surrounding the discipline. This material will be provided in Canvas for analysis and discussion. All written activities are due the same day during class and **cannot be made up** (50pts).

- **Class participation/discussion:**

There will be a number of class interactive discussions in individual and group format throughout the semester. Contribution to the class in the form of questions, comments, ideas, and the sharing of current events related to the field will be also evaluated and considered for the final grade in the class. Student participation is important to promote critical thinking and evaluate the understanding of class material. It provides an indication of your engagement in your own education (50pts).

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.”

All assignments must be completed before the last class meeting and before the final. A grade of **Incomplete will not be given to avoid an F in the class.**

Attendance is strongly encouraged and expected. Your success in the class depends on your presence during lecture and class activities. I do not provide the PowerPoints of the lectures hence you are responsible for obtaining class notes. Missing lectures may result in failing the class.

Assignments and Grade Break-down

Exam # 1	100	20%
Exam # 2	100	20%
Final	100	20%
Writing Assignments (2 x 50pts.)	100	20%
In-class exercises	50	10%
Class participation	50	10%
Total	500	100%

Below are basic guidelines for grading. Letter grades will be assigned based on score percentages, as follows:

A	B	C	D	F
97-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

IMPORTANT: Read the syllabus, familiarize yourself with Canvas, and keep up with the reading. Your presence in class is very important, if you miss a day you are responsible to get the notes from a classmate. If you have any questions or issues do not hesitate to contact me or see me during office hours. Do not wait too long to communicate if you are having problems in class or with the class material. Your success in the class depends on your understanding of the material and completing the assignments on time. I strongly encourage you to reach me through email or in person for any questions you may have that are not already addressed in the syllabus or Canvas.

I do not drop students for non-attendance; you are responsible for your registration status.

Classroom Protocol

- **Student participation and attendance is essential** for academic success. Students are expected to attend class. Students are encouraged to attend class regularly since material presented and discussed in the classroom may be additional to the information presented in the assigned textbook.
- **Arriving late and leaving early is not acceptable** unless there is an exceptional circumstance or has been previously arranged with the instructor.
- Laptops are only permitted for note taking and for specific in-class exercises, and only under the specific approval of the instructor. Any other electronic devices need to be off during class. Activities such as texting, surfing the web, chatting, or emailing during class are disruptive and constitute disrespectful behavior towards the instructor and other students. Please be courteous and respectful.
- **All assignments are due the date marked in the class schedule** unless the date has been officially changed by the instructor. **All written assignments are to be submitted through “Turnitin” in Canvas or as indicated by the instructor.**
- **Make-up exams** will be given only if 1) you know in advance that you are unable to attend due to an important and verifiable reason and have arranged in advance with me an alternative date prior to its scheduled date, 2) if any reason arises beyond your control you need to notify me before class by email and provide a verifiable reason (note from physician/nurse, etc.) for the absence. Only students with a valid documented excuse will be able to take a make-up a test. **Unexcused late written assignments** will be subject to a grade penalty and not accepted after one week from the original due date.
- **Students may not leave the room during an examination.** This will be an indication to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.

- **All lectures and course materials, including exams, assignments, quizzes, handouts, and exercises, are copyrighted and may not be distributed without written permission from the instructor.**
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.

Departmental Goals

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)
<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

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

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <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/) <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) <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) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <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) <http://www.sjsu.edu/aec>

Resources

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>

ANTH 12: Introduction to Human Evolution, Spring 2018, Course Schedule

Schedule is subject to change with fair notice made available from the instructor by email and class announcements. You are responsible for finding out any changes made to the original schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	Introduction to the course: Biological Anthropology.
2	Jan 29 Jan 31	Module 1: Anthropology and its subfields. Foundations of biological anthropology. Reading: Ch 1 Origins of Evolutionary Thought: Linnaeus, Wallace/Darwin: Theory of evolution by Natural Selection. Reading: Ch 2
3	Feb 5 Feb 7	Module 2: Genetics: Cells and molecules. DNA and molecular anthropology. Reading: Ch 3 Genetics: Genotype to phenotype. Reading: Ch 4
4	Feb 12 Feb 14	Mendelian genetics. Reading: Ch 4 Mendelian genetics: Mutation. Reading: Ch 4
5	Feb 19 Feb 21	Genetics: Beyond Mendel. Writing assignment # 1 (topic) The forces of evolution and the formation of species. Reading: Ch 5
6	Feb 26 Feb 28	Human variation and race. Human adaptation. Reading: Ch 6 Review
7	Mar 5 Mar 7	EXAM # 1 Module 3: Primates: classification Reading: Ch 7
8	Mar 12 Mar 14	Prosimians and Tarsiers. Reading: Ch 7 Anthropoids. Primates as models of human evolution. Writing assignment # 1 Due

9	Mar 19 Mar 21	Module 4: Fossils. The hominid record. Dating fossils, and evolutionary time. Climate change and early primate evolution. Reading: Ch 9 Early Hominins and <i>Australopithecus</i> . Reading: Ch 10
10	Mar 26, 28	Spring Break
11	Apr 2 Apr 4	Early Hominins and <i>Australopithecus</i> II Early <i>Homo</i> species and relatives Reading: Ch 11
12	Apr 9 Apr 11	Little people from Flores: <i>Homo floresiensis</i> . Reading: assigned pdf's EXAM # 2
13	Apr 16 Apr 18	African, Asian and European Archaic <i>Homo sapiens</i> . Reading: Ch 12 Neanderthals Writing assignment # 2 (Topic) Reading: Ch 12
14	Apr 23 Apr 25	Origins of Modern Humans. Reading: Ch 13 Dispersal of Modern Humans.
15	Apr 30 May 2	Module 5: Evolution of the brain Reading: Ch 14 Bioarchaeology of Modern Humans, Origins of agriculture and its effects on health. Reading: Ch15 Writing assignment # 2 Due
16	May 7, 9	Bioarchaeology in practice. Reading: Ch15
17	May 14	Review
Final Exam	May 16	9:45 – 12:00 (Wednesday)