San José State University
Anthropology Department
ANTH 12, Introduction to Human Evolution, Section 4, Spring 2019

Course and Contact Information

Instructor:	Amanda Feldman
Office Location:	CL 402G
Telephone:	408-924-4778
Email:	amanda.feldman@sjsu.edu
Office Hours:	W 11:50-12:50
Class Days/Time:	MW 10:30-11:45 am
Classroom:	WSQ 4
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 Leaning Management System course login website* 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

Exploring Biological Anthropology: The Essentials, 4th Edition
Author(s): Craig Stanford, John S. Allen, and Susan C. Antón
ISBN: 978-0134014012

Selected Readings (on Canvas)

- Gould, S.J. (1980). *The Panda's Thumb: More Reflections on Natural History*.
- Marteau, T. M., Hollands, G. J., & Fletcher, P. C. (2012). Changing human behavior to prevent disease: The importance of targeting automatic processes. *Science*, *337*(6101), 1492-1495.
- Perry, B. D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, *3*(1), 79-100.

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 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Exams: There are two non-cumulative exams and a cumulative final exam for this course. The 882-e scantron is required for all exams. Once the first student finishes an exam, students that come in late will not be allowed to take the exam. Students must take all exams to pass this course. All exams are based on the textbook, films watched in class, and lecture material. Practice quizzes (optional) can be found on Canvas.

University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf) states that "There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of

Courses in which a final is optional." 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.

Homework: The assigned readings should be completed before class in order to prepare for lecture.

In-Class Exercises: This course includes participation in group discussions and class exercises. It is expected that students will complete course readings before class, ask questions, and be prepared to contribute.

Film Discussions: We will have four film discussions throughout this course. Students are required to attend and participate in a class discussion on each film.

Research Project: Students will write a 6-page paper on a 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 this assignment will result in a failing grade for the course, regardless of other assignments completed (this is a GE requirement).

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.

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 may not be familiar with. Pay close attention to the examples we talk about in class, and make sure you ask questions if you are not sure about any of the material. For some useful note-taking strategies, refer to: https://www.goconqr.com/en/examtime/blog/4-note-taking-strategies/.

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 (1 and 2)	=	30%
In-Class Exercises	=	15%
Film Discussions	=	15%
Research Project	=	20%
Final Exam	=	20%
Total		100%

Grading is as followed:

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

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. Late assignments will not be accepted.

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. **Students that repeatedly use cell phones during class will be expelled from the course.**
- Students must arrive to exams on time. Once the first student turns in an exam, students that show up late will receive a 0%.
- 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 at http://www.sjsu.edu/gup/syllabusinfo/"

ANTH 12 / Introduction to Human Evolution, Spring 2019, 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	1/28 – 2/1	*What is biological anthropology?* Introduction to course Scientific method	Reading: EBA Ch. 1
2	2/4 – 2/8	*Why is the study of evolution important to anthropologists?* History of evolutionary theory Natural selection	Reading: EBA Ch. 2, Gould (1980) "Dr. Down's Syndrome" **Introduction Assignment due (Canvas Discussion forum): 2/6**
3	2/11 – 2/15	*What do we know about the origins of life?* Cell biology Genetics	Reading: EBA Ch. 3, 4
4	2/18 – 2/22	*What does it mean to be human?* Complex traits: **Film Discussion 1** Modern synthesis of evolution	Reading: EBA Ch. 5, Marteau (2012)
5	2/25 – 3/1	*What can evolutionary theory tell us about human variation?* Nature vs. nurture Exam 1 Review	Reading: Perry (2002) pgs. 79-81, 88-100
6	3/4 – 3/8	**Exam 1** Project Workshop	**Exam 1: 3/4** **Workshop: 3/6**
7	3/11 – 3/15	*What distinguishes primates from other mammals?* Speciation Primate classification	Reading: EBA Ch. 7

Week	Date	Topics	Readings, Assignments, Deadlines
8	3/18 – 3/22	*What can the study of primates tell us about human beings?* Strepsirrhines and Tarsiers Anthropoids	Reading: EBA Ch. 8 **RP Topic due on Canvas: 3/18**
9	3/25 – 3/29	*Why are humans social?* Apes and cooperation Social behavior: **Film Discussion 2**	Reading: EBA Ch. 9
10	4/1 – 4/5	Campus Closed - Spring Break	
11	4/8 – 4/12	Exam 2 Review **Exam 2**	**Exam 2: 4/10**
12	4/15 – 4/19	*What can the fossil record tell us about human origins?* Classifying humans Paleoecology and early hominins	Reading: EBA Ch. 10, Gould (1980) "Women's Brains"
13	4/22 – 4/26	*How do we make meaning?* Early *Homo*: Dietary changes Genus *Homo* and culture	Reading: EBA Ch. 11 **RP due on Canvas: 4/24**
14	4/29 – 5/3	*What do we know about human behavior?* The evolution of intelligence Mating patterns; Parent-offspring conflict: **Film Discussion 3**	Reading: EBA Ch. 12, 14
15	5/6 – 5/10	*Who is Homo sapiens?* Emergence and dispersal of *Homo sapiens* Racial variation: **Film Discussion 4**	Reading: EBA Ch. 13, 6
16	5/13	*Where do we come from, and where are we going?* Modernity, lifestyle, and disease Final Exam review	Reading: EBA Ch. 15
Final Exam	5/15	**Final Exam 9:45 – 12:00 WSQ 4**	