

San José State University
COSS/Anthropology
ANTH012, Introduction to Human Evolution, Section 1, Spring, 2021

Course and Contact Information

Instructor:	Professor Bobby Seals (Fela Anikulapo Uhuru), Ph.D. (ABD)
Office Location:	Clark Hall 404J
Telephone:	(408) 924 - 5906
Email:	bobby.m.seals@sjsu.edu
Office Hours:	Monday 10:30-2:30PM, or by appt.
Class Days/Time:	Asynchronous via Canvas
Classroom:	Online
GE/SJSU Studies Category:	Core GE Area 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.

GE Learning Outcomes (GELO)

To fulfill the GE writing requirement students will write three 2-page (500 words) essays. Each writing assignment is a take-home assignment and will be submitted using turnitin.com and hand in a printed version in class.

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

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

1. use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;
2. demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues; and
3. recognize methods of science, in which quantitative, analytical reasoning techniques are used.

Course Learning Outcomes (CLO)

The most important contribution this course can make to your education is to provide you with greater ability to think critically. This skill will contribute permanently to your further education and for the rest of your life.

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

1. explain the evolutionary process, how it works, and how scientists have come to understand the process (specifically to understand ourselves).

2. describe the evolutionary history of our species and the biological bases that are at the foundation of this process. Introduction to Human Evolution, ANTH012, Fall 2019 Page 2 of 5
3. 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.
4. explain from a comparative perspective how humans are related to other primates (and what this implies structurally, physiologically, and behaviorally).

Required Texts/Readings

Textbook

The Human Organism: Explorations in Biological Anthropology (Second Edition); Cognella Publishers

Print Price: \$91.95

Ebook Price: \$82.95

Purchase at <https://store.cognella.com/81311-2A-NI-001>, the University bookstore, or borrow from the library's course reserve.

Other Readings

Insert the list of any additional readings here and specify where they can be found. Include if applicable.

Library Liaison

Silke Higgins, MA, MSLS

Librarian for Anthropology Department

King Library

Phone: (408) 808-2118

Email: Silke.Higgins@sjsu.edu

Course Requirements and Assignments (Required)

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Preparation and participation requirements. Read the text prior to coming to class, complete the activity sheets at the end of each chapter, and come with questions.

Final Examination or Evaluation

Exam requirements. There will be three exams and a comprehensive final exam. Exam questions are designed to assess course and GE learning objectives.

Writing requirements. There will be three 500-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 and requirements 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 oherence.”

There will be extra credit opportunities, which are based on preparedness for the review sessions.

Grading Policy

Grades will be posted on Canvas.

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 or students can come to my office to pick them up. If you have any grade issues, you must come to my office to discuss them.

Grading Information

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

Writing Assignments 3 X 10% = 30%

Exams 3 X 15% = 45%

Final Exam 1 X 25% = 25%

Total 100%

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. Requests for extensions will be dealt on a case-by-case basis, but in most circumstances only students who were ill or have another valid documented excuse will be able to take an exam (including the final) or submit an assignment late. The final will be given on the scheduled time.

Determination of Grades

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol

- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class.
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

University Policies (Required)

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.” 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>.

[Add/drop deadlines](#) 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

[Accessible Education Center](#) <http://www.sjsu.edu/aec>

Course Number / Title, Semester, Course Schedule

Schedule (including assignment due dates, exam dates, date of final exam) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
1		Topics: Introduction to Course – Why is biological anthropology important in everyday life? Reading: Chapter 1 Evidence of Evolution, pp. 1-18
		Topic: Natural Selection and Darwinism Reading: Chapter XIII in <i>The Origin of Species by means of Natural Selection</i> , 1 st Edition – 1859, Charles Darwin, pp. 19-32 Assignment Discussed: Writing Assignment 1
2		Topic: Mendelian Genetics Reading: Chapter 2: pp. 33-48
		Topic: Epigenetics Reading: Chapter 2: pp. 49-56
3		Topic: DNA and Molecular Anthropology Reading: Chapter 3, pp. 57-70
		Topic: <i>Help! Is there an Evolutionary Biologist in the House?</i> Reading: Chapter 3, pp. 73-78 Assignment due: Writing Assignment 1
4		Exam 1 Review
		Exam 1
5		Topic: General Primate Characteristics Assignment Discussed: Writing Assignment 2 Reading: Chapter 4: pp. 79-82
		Topic: Prosimians and Tarsiers Reading: Chapter 4: pp. 82-86 (Including Case Study)
6		Topic: New World Monkeys Reading: Chapter 4: pp. 86-91
		Topic: Old World Monkeys and Apes Reading: Chapter 4: pp. 91-97
7		Topic: Primates as Models for Human Evolution Reading: Chapter 4: pp. 97-97; Reading 4: pp. 102-107

Week	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
		Assignment Due: Writing Assignment 2
		Exam 2 Review
8		Exam 2
		Topic: Fossils and Contenders for the earliest hominid Assignment Discussed: Writing Assignment 3 Reading: Chapter 5: pp. 111-121
9		Topic: Australopithecines: Graciles and Robusts Reading: Chapter 5: pp. 122-129
		Topic: Early Homo and Oldowan tools Reading: Chapter 5: pp. 129-134 (Including Case Study)
10		 <p>March 29th – April 2nd Spring Break!</p>
11		Topic: <i>Born in Africa: The Quest for the Origins of Human Life</i> Reading pp. 138-142
		Topic: The Hobbit Trap Reading: Reading 6: 160-163
12		Topic: Homo erectus and sibling species Reading: Chapter 6: pp.145-156
		Topic: Homo heidelbergensis Reading: Chapter 7: pp. 165-170

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
13		Topic: Neanderthals and Modern Humans Reading: Chapter 7: pp. 170-180 (Including Case Study)
		Reading 7: pp. 184-192 Assignment Due: Writing Assignment 3
14		Exam 3 Review
		Exam 3
15		Topic: Human Variation and Adaptation Reading: Chapter 8: pp. 197-204
		Topic: Reading: Chapter 8: pp. 204-212
16		Topic: Reading: Reading 8: pp. 214-220
		Final Exam Review – May 21st