

INTRODUCTION TO HUMAN EVOLUTION

Anthropology Department; SJSU

ANTH 012 Section 2 (Lec: 20026)
Tuesdays & Thursdays 1200 – 1315Spring 2008
WSQ 207

PLEASE READ THIS ENTIRE GREENSHEET CAREFULLY! IT IS YOUR CONTRACT WITH ME REGARDING ASSIGNMENTS, GRADES, AND ADDITIONAL POLICIES THAT ARE INTENDED TO GIVE ALL STUDENTS THE SAME FAIR AND EQUAL CHANCE AT RECEIVING CREDIT FOR THE COURSE.

Dr. Elizabeth Weiss**Office:** CL 404R**Office Hours:** T, R 1630-1730; W 1200-1500 (Or available by appointment via prior arrangement)**Phone:** 408-924-5546**E-mail:** eweiss@email.sjsu.edu

If you have any concerns about your class performance or comprehension, please come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.

COURSE WEB PAGE: http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=515**COURSE DESCRIPTION**

Catalogue 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.

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.

This foundation will then be used to explore the specific evolutionary history of major groups of organisms with a specific focus on human evolutionary history. Comparative perspectives will be incorporated so to provide a basis for understanding how humans are related to other primates (and what this implies structurally, physiologically, and behaviorally). Furthermore, data provided directly by the fossil and molecular records will be comprehensively reviewed in tracing the major features of human evolution. In summary, this course attempts to place our species in a clear evolutionary context and to ask basic questions relating to human origins, such as what kind of creature are we, how did we get to be this way, and where did we come from.

Major topics will include:

- The history of evolutionary theory
- Biological basis of life: cells, DNA, and genes
- Evolution and heredity
- Overview of primates
- Hominid/human origins
- Modern human origins
- Human variation and adaptation

ANTH 012 as a General Education Course: Anth 012 is a Science GE offering (core GE, B2/Life Science). Basic objectives for student learning in all science core GE courses are the abilities 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.

More specifically, life science courses, such as Anth 012, focus on:

- Structure and functions of living organisms;
- Levels of organization of living systems;
- Strategies of survival and reproduction;
- Patterns of evolution;
- Principles of genetics, including the basis for variation; and
- Interaction of organisms and their natural environment.

Departmental Learning Objectives and Skills: The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an increased:

- 1) Understanding of culture as the distinguishing phenomenon of human life, and the relationships of human biology and cultural processes in human behavior and evolution.
- 2) Awareness of human diversity and the ways in which humans categorize diversity.
- 3) Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- 4) Knowledge of the history of anthropological thought and its place in modern intellectual history.
- 5) Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.
- 6) Ability to access various forms of anthropological data and literature.
- 7) Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- 8) Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.
- 9) Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
- 10) Knowledge of political and ethical implications of social research.

Attaining the Course Objectives/Goals: 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.

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.

REQUIRED TEXT: Fuentes A. Core Concepts in Biological Anthropology. McGraw-Hill, 2007.

COURSE REQUIREMENTS:

- **Exam requirements** include five pop quizzes, a midterm exam, and a comprehensive final exam; Scantron T&E 0200 will be required for the midterm and final; exams and quizzes will address content and learning objectives of GE requirements.
- **Writing requirements** include three in-class assignments each of which will consist of 1 page for a minimum of 250 words per assignment. The topics will be discussed in detail in class; they are designed to address the GE learning objectives (with each writing assignment covering one of the learning objectives and incorporating the content objectives in these assignments as well). And, one take-home writing assignment consisting of three pages (750 words). The topic will be discussed in class and posted on the course webpage. Writing assignments cannot be re-written after they have been graded; **I WILL NOT ACCEPT OR ALLOW ANY RE-WRITES.**
- Students should read the assigned readings before they come to class. Also, students should feel free to ask questions when something in the lecture or book is not clear.

GRADING POLICY AND PROCEDURES: The final semester grade will be based on the following (each of which is graded on a scale of 100):

Quizzes	5 X 3%=	15%
In-Class Writing Assignments	3 X 5%=	15%
Take-Home Writing Assignment	1 X 20%=	20%
Midterm	1 X 20%=	20%
Comprehensive Final	1 X 30%=	30%
Total		100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	59% and Below = F
91-96% = A	81-86% = B	71-76% = C	61-66% = D	
90% = A-	80% = B-	70% = C-	60% = D-	

Grade Calculation: You should keep track of their grades, which entails picking up participation assignments, quizzes, writing assignments, and exams in a timely manner. I will bring graded assignments to class; you can pick them up after class or come to my office to pick them up. By filling in the table, you can determine your progress.

Assignment	Assignment Grade	Weight	Weighted Grade	Grade ¹
Quiz 1		X 0.03 =		
Quiz 2		X 0.03 =		
Quiz 3		X 0.03 =		
Quiz 4		X 0.03 =		
Quiz 5		X 0.03 =		
In-Class Writing Assignment 1		X 0.05 =		
In-Class Writing Assignment 2		X 0.05 =		
In-Class Writing Assignment 3		X 0.05 =		
Take-Home Writing Assignment		X 0.20 =		
Midterm		X 0.20 =		
Final		X 0.30 =		
GRADE ¹				
CLASS GRADE				

¹ Add all the weighted grade numbers together to get your grade.

Attendance and Participation: There will be various in-class participation assignments intended to help students on future quizzes, midterms, writing assignments, and the final. I highly recommend students attend class as often as possible. Some quizzes will be given at the beginning of class and others at the end of the class; thus, it is important to arrive on time and attend the entire class period.

Make-up Work: If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me at the main department office, or coming by during my office hours.

Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise.

It is not possible to make-up quizzes; if you have a documented valid excuse for missing a quiz the remaining quizzes will be weighted more heavily.

IMPORTANT

CLASS BEHAVIOR

- **Newspaper reading is not allowed in class. If you read a newspaper in class, I will ask you to leave the classroom.**
- **No electronics (which include Ipods, Mp3 Players, Sidekicks, Cell phones, Laptops, etc.) will be allowed out in class. Before class begins, you should turn off all electronics and put them out of sight. Any student with a cell phone or other electronic device out during class will be asked to leave the classroom.**

LATE PAPERS

- **Papers are due at the beginning of class.**
- **No late papers without a documented valid excuse will be accepted.**
 - **Documents need to be official and verifiable, such as hospital receipts, police records, etc. and each case will be evaluated on a case-by-case basis.**
 - **Some valid excuses may include illnesses that include hospital stays, car accidents, and a parental death.**
 - **Some non-valid excuses may include weddings, computer problems, financial difficulties, and funerals of unrelated individuals.**
 - **These are examples; each case will be evaluated on a case-by-case basis.**
 - **Events that occur the night before the paper is due will not be accepted as an excuse since your paper should be done or nearly done by that time.**
- **No emailed papers, papers slid under my office door, or put in my office box will be accepted.**
- **Occurrences that involve family members or friends will be considered only with documentation and collaborative evidence of relationships and the necessity of your attendance.**
- **AGAIN EACH EXCUSE WILL BE EVALUATED ON A CASE-BY-CASE BASIS AND ALL DECISIONS ARE FINAL.**

CHEATING and PLAGIARISM

- **I HAVE ZERO-TOLERANCE FOR CHEATING AND PLAGIARISM; IF YOU CHEAT OR PLAGIARIZE YOU WILL FAIL THE COURSE REGARDLESS OF THE REASON OR ASSIGNMENT'S WORTH!**
- **FOR THE TAKE HOME WRITING ASSIGNMENT, NO INTERNET REFERENCES MAY BE USED!**
- **In-Class assignments and quizzes must be done in class and each student will turn in their own work with their Student ID number on their paper!**
- **Incidences of cheating and plagiarism will be turned into the academic integrity office; you have two (2) office hour periods to discuss the issue with me prior to my turning in the report.**
- **I will only discuss individual cases concerning academic integrity in my office.**
- **Students are responsible for understanding and adhering to the academic integrity policy.**

MISCELLANEOUS

- **E-mails will only be answered in order to make appointments to see me in my office.**
 - **I will not answer questions about what occurred in class due to an absence, paper topics, research, or missing assignments.**
 - **Please, proof-read your emails!**
- **You must sign up with the Disability Resource Center to get any special consideration regarding any disability. Just telling me that you have a disability will not be enough.**
- **Failure to turn in any of the writing assignment will result in an F in the class, regardless of achievement on other portions of the course.**
- **Once I have graded an assignment, it will be in class to pick up. Students are required to pick up their assignments within two class periods and keep their assignments until the end of the semester, which is intended to prevent problems of lost grades and other similar issues.**
- **Students are responsible for understanding policies about adding, dropping, academic renewal, and incompletes.**
- **Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.**
- **Students who miss classes should keep up with course readings and obtain notes from a classmate.**
- **If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.**
- **Library Liaison For Anthropology: Bernice Redfern; Librarian; (408) 808-2038; Bernice.Redfern@sjsu.edu**

UNIVERSITY, COLLEGE, OR DEPARTMENTAL POLICY INFORMATION

Academic integrity statement (from Office of Judicial Affairs): “Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>”

Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

COURSE OUTLINE

Date	Topic and Assignments	Assigned Readings
Jan. 24	Introduction	
29	Anthropology as a Science	Chapter 1: 10-23
31	History of Evolutionary Theory	Chapter 1: 23-30
Feb. 05	Natural Selection (4 th of Feb. Last Day to Drop)	Chapter 1: 30-42
07	DNA	Chapter 2: 44-58
12	Mendelian Genetics (11 th of Feb. Last Day to Add)	Chapter 2: 58-71
14	Human Biology: Where we fit in	Chapter 3: 72-97
19	Modern Evolutionary Theory	Chapter 4: 98-121
21	In-Class Writing Assignment (Addresses GE B2 Learning Objective 2: write on the evidence of evolution and how this evidence has been shaped, hidden, used, and misused by politics and the society’s morals.)	
26	Primates Evolution	Chapter 6: 168-193
28	Primates Classification	Chapter 5: 122-136
Mar. 04	Primate Ecology	Chapter 5: 136-141
06	Primate Behavior	Chapter 5: 141-151
11	Primate Models	Chapter 5: 151-167
13	In-Class Writing Assignment (Addresses GE B2 Learning Objective 1: write about the past and present concepts of anthropomorphism and the opposite anthropodenial and how these views have changed how we view ourselves and other primates).	
18	Midterm Review	
20	MIDTERM (BRING A T&E 0200 SCANTRON)	
25	SPRING BREAK	
27	SPRING BREAK	
Apr. 01	Early Hominid Evolution: Possible Hominids and Bipedal Origins	Chapter 7: 194-207
03	Early Hominid Evolution: Australopithecines	Chapter 7: 207-223

Date	Topic and Assignments	Assigned Readings
08	Early Hominid Evolution: Australopithecines	
10	American Association of Physical Anthropologists (No Class)	
15	Plio-pleistocene Hominids: Early <i>Homo sp.</i> & contemporaries	Chapter 8: 224-246
17	Plio-pleistocene Hominids: <i>H. erectus</i> & contemporaries	Chapter 8: 246-265
22	Rise of Archaic Humans	Chapter 9: 266-281
24	Neanderthals	
29	Anatomically Modern Humans	Chapter 9: 282-305
May 01	In-Class Writing Assignment (Addresses GE B2 Learning Objective 3: write about how paleoanthropologists use fossils and genetic evidence to reconstruct the past; furthermore, students are required to analyze the controversies analytically rather than rely on just one source of information.)	
06	Human Diversity	Chapter 10: 306-343
08	Modernity & Human Biology; Take-Home Writing Assignment Due	Chapter 11: 344-365
13	Final Review	

FINAL EXAM: FRIDAY, MAY 16th 0945-1200; REMEMBER TO BRING YOUR T&E 0200 SCANTRON!

After you have read the syllabus, please sign on the line below, include your student ID number and the date and remove this portion of the syllabus and return it to me by February 12th 2008.

I have read, understood, and agree to the conditions mentioned in the above syllabus regarding topics covered, assignments, grading, and all other policies and procedures mentioned for ANTH 012 Section 2 (Lec: 20026).

Signature of Student/Student ID Number

Date