

San José State University
Anthropology
ANTH 012, INTRODUCTION TO HUMAN EVOLUTION,
Section 02, Spring, 2009

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| Instructor: | Dr. Elizabeth Weiss |
| Office Location: | Clark Hall 404R |
| Telephone: | (408) 924-5546 |
| Email: | eweiss@email.sjsu.edu |
| Office Hours: | MW 1330-1445; TR 1500-1615 (Or available by appointment via prior arrangement) |
| Class Days/Time: | Mondays and Wednesdays 1200-1315 |
| Classroom: | Washington Square Hall 109 |
| GE/SJSU Studies Category: | GE, 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.

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

Course Goals and Student Learning Objectives

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.

GE/SJSU Studies Learning Outcomes (LO), if applicable

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; and
- LO3 recognize methods of science, in which quantitative, analytical reasoning techniques are used.

Course Content Learning Outcomes

Upon successful completion of this course, students should have 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.

Required Texts/Readings

Textbook

Our Origins: Discovering Physical Anthropology by C. S. Larsen, 2008

Other equipment / material requirements

Exam requirements include ten pop quizzes and a comprehensive final exam; Scantron T&E 0200 will be required for the final; exams and quizzes will address content and learning objectives of GE requirements.

Writing requirements include **three (3)** take home assignments each of which will consist of 2 pages for a minimum of 500 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). **Writing assignments cannot be re-written after they have been graded.** I am happy to read rough drafts and help students with their papers if they come to my office hours and I will hold extra office hours prior to the papers' due dates.

Failure to turn in any of the writing assignments (as a hard copy and into turnitin.com) will result in an F in the class, regardless of achievement on other portions of the course (this is a university policy on GE course).

Two (2) versions of all writing assignments must be turned in:

One electronic version via Turnitin.com

The electronic version is due before the class begins (i.e., before noon on the day of the assignment).

Any questions regarding turnitin.com:

See me prior to the paper's due date

Or use the turnitin.com on-line training

One hard copy/printed version will be turned in at the beginning of class.

Any paper that is not turned in on time to both Turnitin.com and in class will not be accepted and will be considered as failure to turn in the assignment.

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 issue.

Library Liaison

Library Liaison For Anthropology: Bernice Redfern; Librarian; (408) 808-2038;
Bernice.Redfern@sjsu.edu

Classroom Protocol

Attendance and Participation: There will be various in-class participation assignments intended to help students on future quizzes, 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.

CLASS BEHAVIOR

- Newspaper reading is not allowed in class.

- CELL PHONES, ETC.: 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. **If I see any electronics being used, I will ask the offending student for his or her name, they will lose all extra credit for the semester, and be asked to leave the class.**

- Rare exceptions may be made if the student has signed up with the Disability Resource Center (DRC), comes to see me regarding the issue, and has specific recommendation from the DRC for laptop use rather than a note-taker or other accommodation.
- Any discussion regarding student accommodations must be done in my office during office hours or at a scheduled appointment time.

- 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.

MISCELLANEOUS, BUT IMPORTANT

- Students are responsible for understanding policies about adding, dropping, academic renewal, and incompletes.
- Students are responsible for being aware of assignment due dates 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

- Last day to Drop – Feb. 3rd
- Last day to Add – Feb. 10th

Assignments and Grading Policy

(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 | 10 X 3% = | 30% |
| Writing Assignments | 3 X 10% = | 30% |
| Comprehensive Final | 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+ | 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 = | | |
| Quiz 6 | | X 0.03 = | | |
| Quiz 7 | | X 0.03 = | | |
| Quiz 8 | | X 0.03 = | | |
| Quiz 9 | | X 0.03 = | | |
| Quiz 10 | | X 0.03 = | | |
| Writing Assignment 1 | | X 0.10 = | | |
| Writing Assignment 2 | | X 0.10 = | | |
| Writing Assignment 3 | | X 0.10 = | | |
| Final | | X 0.40 = | | |
| GRADE ¹ | | | | |
| CLASS GRADE | | | | |

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

Extra Credit: There will be five (5) extra credit opportunities (about one each month). Each extra credit is worth 1% added to the overall grade.

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.

- Documents need to be official and verifiable, such as hospital receipts, police records, etc.
- 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 (Occurrences that involve family members or friends will be considered only with documentation and collaborative evidence of relationships and the necessity of your attendance).
- These are examples; each case will be evaluated on a case-by-case basis and all decisions are final.
- No emailed papers, papers slid under my office door, or put in my office mailbox will be accepted.
- Failure to turn in any of the writing assignments (in both versions) will result in an F in the class, regardless of achievement on other portions of the course (this is a university policy on GE course).
- 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.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. **I HAVE ZERO-TOLERANCE FOR CHEATING AND PLAGIARISM; IF YOU CHEAT OR PLAGIARIZE, YOU WILL FAIL THE COURSE.** This includes cheating on a quiz; for example, turning in a quiz after the last call for quizzes has occurred. 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. 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. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

- students signed up with the Disability Resource Center must discuss the necessary special arrangements or accommodations and provide the paper work in my office during office hours or schedule an appointment.

ANTH 012/ INTRODUCTION TO HUMAN EVOLUTION, SPRING, MONDAYS AND WEDNESDAYS 1200-1315

Table 1 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|---------|-----------|--|
| Week 1 | 1/26-1/28 | Introduction; What is Physical Anthropology? Chapter 1 |
| Week 2 | 2/04-2/06 | History of Evolutionary Theory & Natural Selection Chapter 2 pages 23-40; Discovering Inheritance Chapter 2 pages 40-51 |
| Week 3 | 2/09-2/11 | Discovering Inheritance Chapter 2 pages 40-51; Genetics: DNA and Genes Chapter 3 Pages 53-81 |
| Week 4 | 2/16-2/18 | Modern Evolutionary Theory Chapter 4; Human Biology: Variation <u>Writing Assignment 1 Due</u> (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 society's morals.) Chapter 5 Pages 119-122 |
| Week 5 | 2/23-2/25 | Human Biology II: Life History and Adaptation Chapter 5 Pages 123-151; Human Biology II: Life History and Adaptation Chapter 5 Pages 123-151 |
| Week 6 | 3/2-3/4 | Primates: General Traits Primates: General Traits; Primates II: Groups Chapter 6 Pages 170-195 |
| Week 7 | 3/9-3/11 | Primate III: As Models of Hominid Behavior Chapter 6 Pages 170-195; Primate III: Wrapping Up Living Primates |
| Week 8 | 3/16-3/18 | Understanding Fossils Chapter 7; Primate Fossils <u>Writing Assignment 2 Due</u> (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). Chapter 8 |
| Week 9 | 3/23-3/25 | SPRING BREAK SPRING BREAK |
| Week 10 | 3/30-4/01 | Human Fossils: What makes a hominid Chapter 9 Pages 270-281; Human Fossils: Pre-Australopithecines Chapter 9 Pages 282-286 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| Week 11 | 4/06-4/08 | Human Fossils: Pre-Australopithecines & Early Australopithecines Chapter 9 Pages 286-293 Human Fossils: Australopithecines Chapter 9 Pages 293-301 |
| Week 12 | 4/13-4/15 | Human Fossils: Early Homo Chapter 10 Pages 302-308; Human Fossils: Homo goes global Chapter 10 Pages 309-329 |
| Week 13 | 4/22-4/24 | Human Fossils: Archaic Humans and Us Chapter 11 Pages 332-341; Human Fossils: Neanderthals Chapter 11 Pages 341-356 |
| Week 14 | 4/27-4/29 | Human Fossils: Modern Humans Chapter 11 Pages 357-370; Human Fossils: Migrations <u>Writing Assignment 3 Due</u> (Addresses GE B2 Learning Objective 3: write about how paleoanthropologists use data to reconstruct the past; plus, students are required to analyze the controversies analytically rather than rely on one source of information.) Chapter 11 Pages 370-379 |
| Week 15 | 5/04-5/06 | Agriculture and Health Chapter 12 Pages 281-415; Agriculture and Health Chapter 12 Pages 281-415 |
| Week 16 | 5/11-5/13 | Applied Biological Anthropology Chapter 13; Final Review |
| Final Exam | 5/19 | 0945-1200 REMEMBER TO BRING YOUR T&E 0200 SCANTRON! |