

San José State University
Anthropology
ANTH 187, Modernity and Disease, Section 02 , Spring, 2009

Instructor:	Dr. Elizabeth Weiss
Office Location:	Clark Hall 404R
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Email:	eweiss@email.sjsu.edu
Office Hours:	MW 1330-1445; TR 1500-1615 (Or available by appointment via prior arrangement)
Class Days/Time:	Tuesday and Thursday 16:30-17:45
Classroom:	Clark Hall 243
Prerequisites:	Any lower division anthropology or psychology course or instructor consent

Course Description

Modernity and disease is a course that covers the study of human biology and the effects of the modern world on our biology. The interaction of the environment with our biology will be examined with specific emphasis on the adaptations we have evolved over the last 5 million years and how in the last several decades the environment has changed drastically but have we had time to adapt to these changes. Differences and similarities in dealing with the modern environment among human populations will be examined in an evolutionary perspective. Data drawn from medical fields, evolutionary psychology, sociobiology, and genetics will be used to understand the effect of modernity on ourselves.

Major topics will include:

- Globalization and Health
- Changes in Demography and Fertility
- Arms Race in Disease and Medicine
- Sedentary Life and Morbidity Risk Factors
- Diet and Diabetes
- Climate and Health
- Mortality Shifts and Demography
- Immigration and Adaptations
- Electronics and Behavior
- Built Environments and Health

Course Goals and Student Learning Objectives

At a general level, this course is primarily about human biology and how the present day environment effects humans. Information relating to genes, evolutionary processes, and earlier hominids are used to put us in an evolutionary context, but the fundamental issues concern how the modern world interacts with these earlier adaptations and whether we have evolved in the last several decades as a result of the changes in our environment. In addressing these fundamental questions relating to humans and the modern world, 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 and 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.

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

- Think critically;
- Understand the relationships between human adaptations and their past environments;
- Recognize how the modern environment effects our biology, including health, fertility, and behavior;
- Know the different effects of modernity in different parts of the world;
- Put ourselves in an evolutionary perspective to understand why modernity is both an asset and a burden;
- Recognize biases in science and media;
- Understand how biology and culture interact.

Course Content Learning Outcomes

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

1. Understanding 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

- Human Biology: An Evolutionary and Biocultural Perspective by Stinson et al., 2000: Wiley-Liss.
- Anthropology and Contemporary Human Problems by Bodley, 2008: Alta Mira
- Our Global Environment: A Health Perspective, Sixth Edition by: Anne Nadakavukaren, 2005: Waveland Press.

Other Readings

- Readings from peer-reviewed journals

Other equipment / material requirements

EXAMS: There will be a three (3) quizzes and a final exam. The final, **which will be comprehensive**, will be given on the scheduled final day. Each quiz will be a blend of multiple choice, fill-in-the-blank, and short answer questions that address the issues discussed in class and specifics from the readings. Prior to the quizzes, students will receive study guides and I will set time aside prior to the quiz to answer questions.

PAPER: A research paper will due at the end of the term, May 13th. The paper will involve an examination of a specific modern dilemma or asset and how it interacts with human biology (e.g., disease, death, fertility, behavior, intelligence). Students must use sources from primary research journals, but can also include news media sources, such as newspapers and news magazines. Internet sources should be used sparingly and only when the specific information is not available

in another form. The papers should be 4 to 6 pages long, 1-inch margins, 12 pt font, and the references will either be APA or AJPA style. Each student is required to see me about their topic during my office hours (or at a scheduled time) before starting the paper.

Library Liaison

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

Classroom Protocol

PARTICIPATION: This will be based on in class assignments; many of which will involve group discussions concerning reading comprehension or news items that arise. Some other participation may involve hand-outs on topics or additional readings along with questions to answer regarding those readings. I highly recommend students to attend class as often as possible. In-class assignments are meant to help you perform well on quizzes and the final, and give you an opportunity to discuss topics with other classmates. In order to be able to fully participate, students should read the assignments thoroughly prior to attending class.

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.
- 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 behavior that is deemed disruptive to the instructor or other students will result in the disrupting student to be referred to the Judicial Affairs Officer of the University.

MISCELLANEOUS, BUT IMPORTANT

- Please note that it is not possible to make-up class participation or in-class assignments.
- Students are responsible for understanding and adhering to academic integrity policy.
- Students are responsible for being aware of assignment due dates, exam dates, and the final exam schedule.
- After assignments are returned, students are required to keep all of their assignments throughout the semester.
- Students who miss classes should keep up with course readings and obtain notes from a classmate.
- Students are responsible for understanding policies about adding, dropping, academic renewal, and incompletes

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

Assignments are graded on a scale of 100.

Quizzes (Each worth 10%) 30%

Final 30%

Paper 30%

Participation 10%

97% and
Above

91-96%

90%

87-89%

81-86%

80%

A+

A

A-

B+

B

B-

77-79%

71-76%

70%

67-69%

61-66%

60%

59% and

Below

C+

C

C-

D+

D

D-

F

MAKE-UP QUIZZES, EXAMS, and LATE PAPERS

- If you know in advance that you should be unable to attend an exam due, 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.

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. 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.

ANTH 187 / Modernity and Disease, Spring 09, Tuesday and Thursday 1630-1745

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
Week1	1/22	Introduction
Week 2	1/27-1/29	Human Evolution and Adaptation Stinson et al., 2000: Chapter 1; Bodley, 2008a: Chapters 1 and 2
Week 3	2/03-2/05	Genetics, Evolution, Environment Stinson et al., 2000: Chapters 3, 4 and 5; Nadakavukaren 2006: Chapter 1
Week 4	2/10-2/12	Reproductive Changes: Environmental Prenatal Effects Stinson et al., 2000: Chapter 12
Week 5	2/17-2/19	Reproductive Changes: Demographic Shifts Reproductive Changes: Fertility and Sterility Stinson et al., 2000: Chapters 14 & 15; Nadakavukaren 2006: Chapters 2 & 3; QUIZ 1
Week 6	2/24-2/26	Pollution, Growth, and Intellect Nadakavukaren 2006: Chapter 6
Week 7	3/03-3/05	Nutrition, Convenience, and Health: Long and Short Term Consequences Stinson et al., 2000: Chapter 9; Nadakavukaren 2006: Chapter 4, 5, and 9; Bodley, 2008: Chapters 4 & 5
Week 8	3/10-3/12	Calories, Fat, and Behavior: Health and Puberty Bodley, 2008: Chapters 4 & 5 Stinson et al., 2000: Chapter 10
Week 9	3/17-3/19	Activity, Location, and Fitness Stinson et al., 2000: Chapter 10; QUIZ 2
Week 10	3/24-3/26	SPRING BREAK SPRING BREAK
Week 11	3/31-4/02	No Class – Cesar Chavez Day; Work and Immigration: Effects of Globalization Stinson et al., 2000: Chapter 7
Week	4/07-4/09	New and Old Diseases: Arms Races and Epidemics

Week	Date	Topics, Readings, Assignments, Deadlines
12		Stinson et al., 2000: Chapter 8
Week 13	4/14-4/16	Climate, Toxins and Health Disorders: Respiratory Diseases and Other Problems Nadakavukaren 2006: Chapter 7 and 12
Week 14	4/21-4/23	Built Environments and Their Effects: Protection or Exposure to Hazards and the Rise of Cancer Nadakavukaren: Chapter 6
Week 15	4/28-4/30	Degenerative Diseases and Evolution: Why They're Still Around Death in the Modern World Stinson et al., 2000: Chapter 13
Week 16	5/05-5/07	Going Back to Basics: The Solution? Bodley 2008: Chapter 8; QUIZ 3
Week 17	5/12	FINAL REVIEW & PAPER DUE
Final Exam	5/20	Wednesday, May 20th at 1445-1700