ANTH001 - Introduction to Physical Anthropology

General Information

**Author(s):** Doonu Barife

**Proposal Start:** 2017FA

**Distance Education Approved:** Yes

**TOP Code:** 2202.00

**TOP Name:** Anthropology

**CIP Code:** 45.0201

**CIP Name:** Anthropology.

**SAM code:** E = Non-occupational

**Course Control Number:** CCC000231002

**Curriculum Committee Approval Date:** 06/17/2013

**Board of Trustees Approval Date:** 07/16/2013

**External Review Approval Date:** 09/28/2010

**Course Description:** This course focuses on the anthropological approach to the human condition, theories of human origins, scientific evidence for the origin and evolution of the human species, description and anthropological explanation of human physical, biological, and behavioral variations.

Submission Rationale:

Faculty Minimum Qualification Requirements

**Master Discipline Preferred:** Anthropology

**Alternate Master Discipline Preferred:** No value
### Course Development Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Allow Grade</th>
<th>Basic Number Options</th>
<th>Skill of</th>
<th>Status</th>
<th>Retakes</th>
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- Course is not a basic skills course.
- Allow Students to Gain Credit by Exam/Challenge

#### Transferability & Gen. Ed. Options

<table>
<thead>
<tr>
<th>Request Transferability for Status</th>
<th>Transferability</th>
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<tbody>
<tr>
<td></td>
<td>Approved</td>
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- Approved to both UC and CSU

### Units and Hours
### Summary

<table>
<thead>
<tr>
<th>Minimum Credit Units</th>
<th>Total Course In-Class (Contact) Hours</th>
<th>Total 162 Student Learning Hours</th>
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<tbody>
<tr>
<td>Maximum Credit Units</td>
<td>Total Course Out-of-Class Hours</td>
<td>Faculty Load</td>
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### Detail

**Weekly Student Hours**

<table>
<thead>
<tr>
<th></th>
<th>In Class</th>
<th>Out Class</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>6</td>
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<tr>
<td>Lab</td>
<td>-</td>
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<tr>
<td>Activity</td>
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<tr>
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<th>Hours</th>
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<tr>
<td>Lecture</td>
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<td>Lab</td>
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<tr>
<td>Activity</td>
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**Course Student Hours**

- **Course Duration (Weeks)**
- **Hours per unit divisor**
- **Course In-Class (Contact) Hours**
  - Lecture
  - Lab
  - Activity
  - Total: 54

**Course Out-of-Class Hours**

- Lecture
- Lab
- Activity
- Total: 108
Units and Hours - Weekly Specialty Hours

Requisites

Entrance Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Content Review</th>
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<tbody>
<tr>
<td>No value</td>
<td>No value</td>
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Limitations on Enrollment

Specifications

Methods of Instruction

Rationale

Distance Education

Other Videos or Audios with Analysis Activities

Other Small Group Discussion

Lecture

Other Instructor-Facilitated Discussion

Field Experience
Assignments

Writing
- Select a peer-reviewed article on evolutionary theory from a current scientific journal and write a short summary, including an analysis of the primary argument of the article.

Out of Class
- Attend a local zoo for a total of at least two
hours
and
observe
at
least
two
different
primate
species.
Write
a
paper
comparing
the
two
primate
species
to
each
other
and
discussing
insights
gained
into
the
evolution
of
modern
humans.

Critical
Thinking
-
Read
various
theories
on
Evolution
and
evaluate
the
data
that
is
used
to
support
Methods of Evaluation

Rationale

Other Methods of evaluation may include written assignments and tests.

Equipment

value

Textbooks

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurmain, Robert, Lynn Kilgore,</td>
<td>Introduction to Physical Anthropology</td>
<td>Cengage</td>
<td>2012</td>
<td>9781111297930</td>
</tr>
<tr>
<td>Wenda Trevathan and Russell L.</td>
<td>13th</td>
<td></td>
<td></td>
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<tr>
<td>Ciochon</td>
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<tr>
<td></td>
<td>12/13</td>
<td></td>
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<tr>
<td>Boyd, Robert and Joan Silk</td>
<td>How Humans Evolved 6th</td>
<td>W. W. Norton and</td>
<td>2011</td>
<td>9780393912272</td>
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<td>Company</td>
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Learning Outcomes and Objectives

Course Objectives

- Identify the biological and cultural factors responsible for human variation.
Identify the scientific problems and social definitions associated with the concept of race.

Describe the general features of modern humans and compare them to the fossil record; describe the place of Homo sapiens in the animal kingdom, and on the hominid line.

Describe current topics and research in physical anthropology.

Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.

Explain the basic principles of Mendelian, molecular and population genetics.

Describe the scientific process as a methodology for understanding the natural world.

Evaluate how the forces of evolution produce genetic and phenotypic change over time.

Define the scope of anthropology and discuss the role of biological anthropology within the discipline.

Demonstrate an understanding of classification, morphology and behavior of living primates.

Explain the physical diversity of human populations.

Cite evidence supporting evolutionary theory from comparative anatomy, paleontology, genetics and biological and cultural human history.

Summarize methods used in interpreting the fossil record, including dating techniques.

Identify the main contributors to the development of evolutionary theory.

Explain general history and theory of evolution.

Describe in general important findings from the fields of archaeology, geology, genetics, and primatology that are relevant to hominid evolution.

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**CSLOs**

**Expected SLO Performance:**

- Explain and apply the theoretical principles of natural selection and evolution to a specific case study.

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**Course Outline**

1. Natural Selection and the Evolution of Complex Adaptations
   A. Darwin's Investigations
   B. Darwin's Postulates
   C. Variation and Selective Retention
2. Sexual Reproduction and Mendelian Genetics
A. Mendel's Experiments
B. Mendel's Rules
C. Modern Genetic Terminology
D. Basic Mendelian Genetic Crosses

3. Population Genetics and the Modern Synthesis
A. Hardy-Weinberg Equilibrium Hypothesis
B. Discontinuous versus Continuous Variation

4. How New Species Arise and How We Classify Them
A. Biological Species Concept and Ecological Species Concept
B. Speciation Hypotheses
C. Taxonomy and Phylogeny
D. Genetic Distance Data

5. Overview of Primate Ecology and Social Organization
A. Primate Taxonomy
B. Prosimians versus Anthropoids
C. Common Primate Social Structures

6. Primate Mating Systems and Social Behavior
A. Sexual Selection and Social Behavior
B. Common Primate Mating Systems
C. Primate Infanticide

7. Primate Intelligence
A. Hypotheses on the Evolution of Intelligence
B. Theory of Mind

8. Overview of Hominoid Evolution and The Early Hominins
A. The Beginnings of Bipedality
B. Miocene Hominins

9. The Later Hominins
A. Pliocene Hominins
B. Pliocene Tool Technologies

10. Early Homo
A. Pleistocene Hominins
B. Pleistocene Cultural Practices
C. Neanderthals

11. The Emergence of Modern Humans
A. Multiregional versus Replacement Hypotheses
B. Current Evidence

12. Modern Human Genetic and Behavioral Diversity
A. Morphological Diversity
B. Physiological Diversity
C. Cultural Diversity and Sociobiology
D. Evolutionary Psychology

13. Human Mate Choice and Parenting
A. Inbreeding Avoidance
B. Crosscultural Patterns in Mate Selection
C. Human Infanticide

14. Anthropological perspective

15. The nature of the fossil record including dating techniques

16. Fossil and genetic evidence of human evolution
**Distance Learning**

I. Need/Justification What is the intent in offering the course by distance education? How will learning be enhanced by the delivery of this course by distance education?

An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course. In the online-only format, all assignments and exams are completed online, and the instructor is in contact with students for a minimum of 3 hours per week, using technologies such as discussion forums, quizzes, email, and chat.

II. Regular and Effective Contact Please fill out the table to indicate the number of hours for each method of instruction.

A. Regular and Effective Contact
Describe how you will achieve regular and effective contact with your students. Indicate type, number and purpose of instructor-student contacts per semester.

B. Student Activities
Describe type, number and purpose of student assignments.

- **Contact Type: Group Meetings/Seminar**
  - **Activity Hours:** 2.00 - 10.00
  - **Purpose:** Students may participate in asynchronous online group discussions supervised by the instructor.

- **Contact Type: Orientation Sessions**
  - **Activity Hours:** 1.00 - 5.00
  - **Purpose:** Students may read overview of course management system, organization of modules and/or files, FAQ troubleshooting guide, and may be asked to complete a short, low-stakes quiz on orientation materials to insure students have read and understood them.

- **Contact Type: Review Sessions**
  - **Activity Hours:** 3.00 - 7.00
  - **Purpose:** Students may review materials in preparation for a major examination such as a test, presentation or essay. Instructors may create and post study guides, or and provide feedback to students, such as suggestions for improving previous work and/or early drafts of assignments.

- **Contact Type: E-mail**
  - **Activity Hours:** 2.00 - 5.00
  - **Purpose:** Students email instructor with questions about any aspect of the course or its materials, and may be assigned to email the instructor as part of a particular assignment (e.g., "email the instructor a short summary of an online article pertaining to this week's lecture topic.").

- **Contact Type: Chat Rooms**
  - **Activity Hours:** 1.00 - 5.00
  - **Purpose:** Students and instructor may engage in live chat about course materials or assignments, and/or to troubleshoot questions about course materials or assignments.

- **Contact Type: Access to FAQ Database Website**
Activity Hours: 1.00 - 4.00
Purpose: At the beginning of the semester, students read the course syllabus and all assignments on ANGEL (or an equivalent course management system) and may refer to FAQs as needed if and when questions arise.
Contact Type: Lecture
Activity Hours: 22.00 - 30.00
Purpose: Students read, watch and/or listen to content delivered through one or more of the following methods, all posted through the Angel or a similar course management system: recorded lectures/podcasts/webinars; webpages, PowerPoint presentations; published links and online resources; collaborative web-based file-sharing tools (e.g. Prezi, Google docs, Dropbox).
Contact Type: Discussion Forum
Activity Hours: 22.00 - 30.00
Purpose: Students respond to discussion forum questions about or directly related to course content such as a recorded or live lecture or a reading assignment. Students respond to each other’s’ posts. Instructors moderate and evaluate student discussion posts.
C. Sample Assignment
Describe a distance learning assignment.
In a short essay of no more than 500 words, list and describe the two primary hypotheses for the evolution of Homo sapiens, including a summary of the data supporting each hypothesis. Draw from course lectures and/or materials to develop your essay. You must also cite at least one external contemporary source. Document secondary sources using APA format.
D. Methods of Evaluation
Describe a distance learning method of evaluation.
Within a password-protected, secured course management system, students participate in online discussion forums; multiple choice quizzes and multiple choice and short essay midterm and final exams are administered via the online course management system; written research papers are placed in a secure, password-protected dropbox within the course management system.

III. How will students meet each course objective in a distance learning environment? Please include an example of a method of instruction, student assignment and method of evaluation for each objective.

IV. Describe how students will access instructional materials and resources. If you require students to purchase specific software, please describe how it will be available to students.

Online course management system.

V. Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course - taking experience is the same for students with or without disabilities.
(http://extranet.cccco.edu/Portals/1/AA/DE/2011DistanceEducationAccessibilityGuidelines%20FINAL.pdf Describe how this course (instruction, materials, (videos, documents, Powerpoints), and resources outside the LMS) is accessible to students with disabilities.

All course materials are accessible and compliant with Electronic and Information Technology Section 508,
Rehabilitation Act of 1973 (amended 1998, 2000) and California SB 105 (September 2002). This includes content and instructional systems such as the course management system. The West Valley Distance Learning Course Accessibility Checklist is available at http://www.westvalley.edu/desp/docs/DESP_508_simplified_checklist_basic.pdf.

VI. What resources or technical support are necessary for students and/or faculty to offer the course by distance education?