Course Outline

COURSE: ANTH 1   DIVISION:   10   ALSO LISTED AS:

TERM EFFECTIVE: Spring 2015   CURRICULUM APPROVAL DATE: 11/24/2014

SHORT TITLE: INTRO PHYSICAL ANTH

LONG TITLE: Introduction to Physical Anthropology

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>3</td>
<td>54</td>
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<td></td>
<td>Lab: 0</td>
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<td>Other: 0</td>
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<td>Total: 3</td>
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COURSE DESCRIPTION:

This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as foundation of the course. ADVISORY: English 250, English 260 and Mathematics 205.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Demonstrate what science is by explaining how scientific theory is developed.

Measure: quizzes, exams
PLO: 2
ILO: 2, 1, 3
GE-LO: B1, B9, D1
Year assessed or anticipated year of assessment: 2016

2. Describe the place of Homo sapiens in the animal kingdom.
   Measure: quizzes, exams
   PLO: 2
   ILO: 2, 1, 3
   GE-LO: B1, B9, D1, F2
   Year assessed or anticipated year of assessment: 2016

3. Examine and illustrate how evolution works in terms of the forces of evolution.
   Measure: quizzes, exams, research project
   PLO: 1, 2
   ILO: 1, 2, 3
   GE-LO: B1, B9, D1
   Year assessed or anticipated year of assessment: 2016

4. Explain the general physical features of modern humans and compare them with the fossil hominids and non-human primates.
   Measure: quizzes, exams, research project
   PLO: 2, 1
   ILO: 2, 1, 3
   GE-LO: B1, B9, D1, F2
   Year assessed or anticipated year of assessment: 2017

5. Analyze theories, concepts, and data that explain human evolution from the fields of genetics, archaeology, geology, and anatomy.
   Measure: quizzes, exams
   PLO: 1, 2
   ILO: 2, 1, 3
   GE-LO: B1, B9, D1, D3, F2
   Year assessed or anticipated year of assessment: 2017

6. Analyze the concepts of ethnocentrism and cultural relativism in relation to the study of human evolution.
   Measure: quizzes, exams, response papers, research project
   PLO: 1, 2
   ILO: 2, 1, 3
   GE-LO: B1, B9, D1, D4, D5, F1, F2
   Year assessed or anticipated year of assessment: 2017

PROGRAM LEARNING OUTCOMES:
1. Demonstrate and evaluate relationships between local and national issues, movements, and ideas as they relate to the global community.
2. Demonstrate a range of skills including: research, documentation, analysis, evaluation, communication, contextualization, teamwork, observation, and cultural competency by relating social science concepts and theories to issues of global importance.
CULTURAL DIVERSITY:
This course promotes understanding of:
1 Cultures and subcultures
1 Cultural awareness
1 Cultural inclusiveness
1 Mutual respect among diverse peoples
1 Familiarity with cultural developments and their complexities
Student Learning Outcome Number(s) 2, 4, 5, 6

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 11/24/2014
3 hours
Content: Introduction to the field of Physical Anthropology
Performance Objectives: 1) Discuss what constitutes anthropology; 2) Compare and contrast cultural from physical anthropology; 3) Demonstrate the "scientific method"; 4) Examine the logic behind belief systems and their relationship to scientific knowledge.
Assignments: Park Ch. 1, Fuentes preface, quiz.
6 hours
Content: The Evolution Evolutionary Thinking
Performance Objectives: 1) Explain and demonstrate how our knowledge of the history of living organisms moved from the realm of belief systems to the realm of science; 2) Examine and evaluate what evolution is; 3) Explain how scientific evidence for evolution has developed; 4) Explain how myths about human nature are powerful.
Assignments: Park Ch. 2, Fuentes Ch. 1, quiz, response paper, discussion forum.
3 hours
Content: Evolutionary Genetics
Performance Objectives: 1) Explain what genes are, and how they produce the traits that make a pea plant or a human being; 2) Illustrate the basic laws of inheritance; 3) Examine the processes which bring about the variation we see among members of a species and between parents and offspring.
Assignments: Park Ch. 3, quiz.
3 hours
Content: The Processes of Evolution
Performance Objectives: 1) Examine and illustrate what is a species; 2) Illustrate the processes of evolution; 3) Explain how these processes interact to bring about evolution as we understand it today; 4) Explain cultural assumptions about what it means to be human.
Assignments: Park Ch. 4, Fuentes Ch. 2, quiz, film response and discussion.
3 hours
Content: The Origin of Species and the Shape of Evolution
Performance Objectives: 1) Analyze the question: how do existing species give rise to new species?; 2) Illustrate how the processes of evolution contribute to the origin of new species; 3) Examine how species diversify; 4) Examine what a "family tree" of species looks like; 5) Explain why evolution is important.
Assignments: Park Chs. 5-6, Fuentes Ch. 3, quiz, midterm review.
3 hours
Content: A Brief Evolutionary Timetable and Midterm 1
Performance Objectives: 1) Examine the history of the universe, the earth, and life on earth; 2) Examine the processes and events that have affected the overall history of the earth and life on earth.
Assignments: Midterm 1.
3 hours
Content: The Primates
Performance Objectives: 1) Explain what our place is in nature; 2) Illustrate the major characteristics of primates; 3) Compare and contrast the ways humans are like other primates as well as the ways we are unique.

Assignments: Park Ch. 7, films, quiz, discussion forum.
3 hours

Content: Primate Behavior and Human Evolution

Performance Objectives: 1) Demonstrate how we organize a study of something as complex as behavior; 2) Illustrate some of the scientific cautions that must be exercised in doing so; 3) Explain some of the relevant behaviors of our close relatives; 4) Explain myths about aggression.

Assignments: Park Ch. 8, Fuentes Ch. 5, quiz, films.
3 hours

Content: Studying the Human Past and Applied Anthropology

Performance Objectives: 1) Explain the features of the primate skeleton, and whether this knowledge help us identify fossil remains; 2) Demonstrate how we locate, recover, and date fossil remains; 3) Explain how fossils are formed; 4) Illustrate what we can learn about our past from the new technologies in the study of genetics; 5) Demonstrate how anthropologists apply anthropological analyses to solving biosocial issues of malnutrition and poverty; 6) Explain myths about sex.

Assignments: Park Ch. 9, Fuentes Ch. 6, quiz, films, response paper.
3 hours

Content: Evolution of the Hominids and Midterm 2

Performance Objectives: 1) Explain the evolutionary history of primates; 2) Examine and analyze when and under what circumstances the hominids evolved; 3) Describe what we know about the first members of the genus Homo.

Assignments: Midterm 2.
3 hours

Content: The Evolution of Genus Homo and the Debate Over Modern Human Origins

Performance Objectives: 1) Explain how we can best go about describing and organizing the fossil evidence for the evolution of genus Homo; 2) Critically examine what we know about the dates, the distribution, and the physical appearance of the various groups of fossils assigned to this genus; 3) Critically evaluate the major competing hypotheses regarding the origin of modern Homo sapiens; 4) Evaluate the various evidence which has been offered for and against each model.

Assignments: Park Chs. 10-11, quiz, films.
3 hours

Content: The Study of Living Peoples

Performance Objectives: 1) Explain how we recognize genetic changes in populations and identify and study their causes; 2) Critically evaluate the basic data that we gather in order to describe human populations; 3) Examine the basic trends we see in populations within our species; 4) Critically examine and demonstrate how diseases have influenced human populations; 5) Explain myths of race.

Assignments: Park Ch. 12, Fuentes Ch. 4, quiz, films.
3 hours

Content: Human Biological Diversity

Performance Objectives: 1) Explain why the two human sexes are interpreted differently by different cultures, and how can we use this as a model for examining "racial" variation; 2) Examine whether race is a valid biological concept; 3) Critically examine the scientific evidence for our statement that there are no biological human races; 4) Explain how we move beyond myths about human nature.

Assignments: Park Chs. 13-14, Fuentes Ch. 7, quiz, films.
3 hours

Content: Final Research Projects

Performance Objectives: 1) Examine the major applications and lessons of physical anthropology; 2) Present original research to class; 3) Engage in critical discussions with colleagues about research projects.

Assignments: PowerPoint presentation and annotated bibliography on original research, discussion forum.
2 hours
Final Exam

METHODS OF INSTRUCTION:
Classes will generally be run as lecture-discussion sessions. There will also be a number of films. Students are expected to participate by asking as well as answering questions and by giving short written and oral reports. Students conduct an original research project and present research in the form of a book review and PowerPoint presentation.

METHODS OF EVALUATION:
Category 1
Percent range of total grade: 20 % to 50 %

Section 1 – Substantial writing assignments including:
Reading Reports
Essay Exams
Term or Other Papers

Category 2 – Computational or non-computational problem solving demonstrations including:
Percent range of total grade: 40 % to 50 %

Quizzes
Exams

Category 3 – Skill Demonstrations, including:
Percent range of total grade: 10 % to 30 %

Class Performance/s
Performance Exams

Category 4 – Objective Exams, including:
Percent range of total grade: 40 % to 50 %

Multiple Choice

Category 5 – Any other methods of evaluation:
None

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 0078034957
Reading level of text, Grade: 12
Verified by: Debbie Klein

12/5/2014
Other textbooks or materials to be purchased by the student:

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
    GAV B2, effective 201470
    GAV F, effective 201470
CSU GE:
    CSU B2, effective 201470
IGETC:
    IGETC 5B, effective 201470
CSU TRANSFER:
    Transferable CSU, effective 201470
UC TRANSFER:
    Transferable UC, effective 201470

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN: ANTH2
CAN Sequence: XXXXXXXX
CSU Crosswalk Course Department: ANTH
CSU Crosswalk Course Number: 1
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000298074
Sports/Physical Education Course: N
Taxonomy of Program: 220200