

# ANTH 001: HUMAN EVOLUTION: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

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**Originator**

toaguilar

**Co-Contributor(s)****Name(s)**

Hardy, Ellen

**Justification / Rationale**

add online modality

**Effective Term**

Fall 2022

**Credit Status**

Credit - Degree Applicable

**Subject**

ANTH - Anthropology

**Course Number**

001

**Full Course Title**

Human Evolution: Introduction to Biological Anthropology

**Short Title**

INTRO/BIOLOGICAL ANTH

**Discipline****Disciplines List**

Anthropology

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. It examines the origins of humans and their place in nature. Topics presented include: basic biological and genetic background for understanding human evolution; evolutionary theory; human variation and biocultural adaptations; modes of evolutionary change and how these evolutionary mechanisms operate on contemporary human populations; an understanding of geological history; principles of classification; physical form and behavior of non-human primates; and the archaeological evidence for hominine development and worldwide diffusion.

**Schedule Description**

This course is a study of the origins of humans and their place in nature.

Prerequisite: ENG 061

IGETC: 5B

**Lecture Units**

3

**Lecture Semester Hours**

54

**Lab Units**

0

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

ENG 061

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Jurmain, R., L. Kilgore, W. Trevathan et al.

**Title**

Introduction to Physical Anthropology

**Edition**

15th

**City**

Belmont, Ca.

**Publisher**

Thomson Wadsworth

**Year**

2017

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

978-1-337-09982-0

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**Resource Type**

Book

**Author**

Larsen, C.S.

**Title**

Our Origins: Discovering Biological Anthropology

**Edition**

5th

**City**

New York

**Publisher**

Norton

**Year**

2019

**College Level**

Yes

**ISBN #**

978-0-393-42834-6

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**Resource Type**

Book

**Open Educational Resource**

No

**Author**

Clark Larsen

**Title**

Essentials of Biological Anthropology

**College Level**

Yes

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**Class Size Maximum**

50

**Entrance Skills**

Develop, organize and express ideas in paragraph and essay form.

**Requisite Course Objectives**

ENG 061-Demonstrate the ability to think critically and express ideas using various patterns of development.

ENG 061-Use theses to organize paragraphs into coherent analyses.

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**Entrance Skills**

Read texts and respond in writing at the literate level.

**Requisite Course Objectives**

ENG 061-Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

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**Entrance Skills**

Demonstrate the ability to participate in class discussions and assigned projects.

**Requisite Course Objectives**

ENG 061-Demonstrate the ability to think critically and express ideas using various patterns of development.

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**Course Content**

1. Nature of scientific inquiry and the scientific method
2. Anthropological perspective
3. History and development of biological evolutionary thought

4. Molecular, Mendelian and population genetics
5. Mechanisms of evolution
6. Comparative primate taxonomy, anatomy and behavior
7. The nature of the fossil record including dating techniques
8. Fossil and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation

### Course Objectives

Objectives	
Objective 1	Describe the scientific process as a methodology for understanding the natural world.
Objective 2	Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
Objective 3	Identify the main contributors to the development of evolutionary theory.
Objective 4	Explain the basic principles of Mendelian, molecular and population genetics.
Objective 5	Evaluate how the forces of evolution produce genetic and phenotypic change over time.
Objective 6	Demonstrate an understanding of classification, morphology and behavior of living primates.
Objective 7	Summarize methods used in interpreting the fossil record, including dating techniques.
Objective 8	Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
Objective 9	Identify the biological and cultural factors responsible for human variation.

### Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Identify and describe the evidence for human evolution.
Outcome 2	Synthesize the evolutionary events leading to the evolution and spread of <i>Homo sapiens sapiens</i> throughout the world.
Outcome 3	Describe the evolutionary processes and identify how humans evolved as products of biocultural evolution.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Group discussion. During lectures, students will be expected to discuss the material and answer questions.
Technology-based instruction	Power-point presentations, internet access assignments
Participation	In-class assignments and group assignments
Lecture	Introduce and explain the material to the students.
Other (Specify)	a. DVD presentations b. Internet c. Student papers and reports

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Student will complete essays/longer answer-type questions inclass in discussion and also on examinations.	In Class Only
Student participation/contribution	Students will be evaluated by their participation in the lecture and any outside of class meetings, and participation with invited in- class guest speakers. Students will complete worksheets and/or provide comments. (out of class- approximately .5 hours per week.)	In and Out of Class

Mid-term and final evaluations	Students will be tested to determine their understanding of the material. Tests include multiple choice, true/false questions, define terms, and longer-answer essay questions.	In Class Only
Tests/Quizzes/Examinations	Students will be tested to determine their understanding of the material. Tests include multiple choice, true/false questions, define terms, and longer-answer essay questions.	In Class Only
Group activity participation/observation	During lecture, students will work in teams to apply the concepts being learned in class to concrete situations. Some observations may be done out of class (about .5 hours per week) and discussed in class.	In and Out of Class
Term or research papers	Students will design and write a research paper on first-hand, out of class experience, either by participating or discreetly conducting observation of a religious event. Students expected to read approximately 50 pages/week.	In and Out of Class
Written homework	Students will read assigned chapters and complete written assignments.	In and Out of Class

## Assignments

### Other In-class Assignments

1. Attendance of lectures by guest speakers, including the taking of detailed notes.
2. Viewing of DVDs and PowerPoint programs, including the taking of notes.
3. Listening to sound recordings and taking notes.
4. Special reports by students, in panel or singly.
5. Participating in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports.

### Other Out-of-class Assignments

1. Readings in the textbook and in recommended supplementary literature.

### Grade Methods

Letter Grade Only

## Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

## Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

none

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

none

## Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging

Discussion forums with substantive instructor participation  
Online quizzes and examinations  
Private messages  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video

**For hybrid courses:**

Field trips  
Library workshops  
Orientation, study, and/or review sessions  
Scheduled Face-to-Face group or individual meetings  
Supplemental seminar or study sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Announcements, direct messaging, email, etc. are all ways to make sure the instructor is in regular effective contact with their students.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Field trips, workshops as part of a hybrid course will help students achieve the SLO's by exposing them to content and material they are reading about in class.

**Other Information****Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.**

This course is easy to offer as either a hybrid or fully online course, as the material and supplements can be understood by students so long as regular effective contact is established by the instructor.

**Comparable Transfer Course Information****University System**

CSU

**Campus**

CSU San Bernardino

**Course Number**

ANTH 1001

**Course Title**

Humans, Apes, and Monkeys: Introduction to Biological Anthropology

**Catalog Year**

2019-2020

**University System**

UC

**Campus**

UC Riverside

**Course Number**

ANTH002

**Course Title**

Biological Anthropology

**Catalog Year**

2019

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**COD GE**

C1 - Natural Sciences

**CSU GE**

B2 - Life Science

**IGETC GE**

5B - Biological Science

**MIS Course Data****CIP Code**

45.0201 - Anthropology.

**TOP Code**

220200 - Anthropology

**SAM Code**

E - Non-Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Transferable to both UC and CSU

**General Education Status**

Y = Not applicable

**Support Course Status**

N = Course is not a support course

**C-ID**

ANTH 110

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

03/17/222

**Academic Senate Approval Date**

03/24/2022

**Board of Trustees Approval Date**

04/22/2022

**Chancellor's Office Approval Date**

04/27/2022

**Course Control Number**

CCC000306065

**Programs referencing this course**Anthropology AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=14>)Liberal Arts: Math and Science AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=29>)