I. OVERVIEW

The following information will appear in the 2009 - 2010 catalog

ANTHR 101 Physical Anthropology 3 Units

Introduction to human evolution. The evidence for human biological and behavioral adaptations is examined. Issues and topics will include the principles of genetics and evolution, human variation, comparative primate anatomy/behavior and an assessment of the human fossil record. Field trips might be required. Course is applicable to the associate degree. General Education: A., B2, D1, B:
IGETC Category: IGETC - 5B

II. LEARNING CONTEXT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   1. Discuss the areas of emphasis in anthropology.
   2. Apply the concept of culture to the evolution of humans.
   3. Discuss the history of evolutionary thought.
   4. Discuss and evaluate evolutionary mechanisms and genetics.
   5. Demonstrate an understanding of primate taxonomy, anatomy, and behavior.
   6. Demonstrate an understanding of paleoanthropological methods relating to:
      a. Fossils
      b. Stratigraphy
      c. Dating
      d. Taphonomy
   7. Discuss the history of fossil human discoveries.
   8. Analyze evidence and interpretations of the human fossil record.
   9. Discuss and apply the anthropological perspective in addressing issues of contemporary human variation.

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>54.00</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
<td>0</td>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading, and writing projects.
2. Photographic slides, videotapes, computer software, fossil models, and instructor handouts to supplement lecture, discussion, and writing.
D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   1. Weekly readings of textbook, other assigned readings, and readings of extra source materials provided in class.
   2. Per term writing assignments emphasizing descriptive, analytical, and evaluative skills.
   3. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, textbook summary, and self-quizzes, and the following activities:
      a. Exposure to and discussion of various source materials, both primary and secondary.
      b. Discovery and discussion of current issues in physical anthropology.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   1. Define the concept of a dominance hierarchy. What are the benefits of this social system to the primates who use it? Illustrate your answer using two specific examples from lecture, readings, or videos.
   2. Evaluate the different hypotheses for the high frequency of Tay-Sachs in people of Eastern European Jewish descent.
   3. Compare and contrast the three readings you completed in terms of the field of anthropology presented, the methods, and perspectives involved in each field presented.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   Understand the human species and its variations as a product of evolution using comparative studies of primates, behavior, anatomy, genetics, and fossil specimens.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   
   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
      
      a. Define the nature, scope, and methods of anthropology.
      b. Discuss the areas of emphasis within physical anthropology.
      c. Explain and illustrate the scientific methods, evolutionary theory and evolutionary principles including genetics.
      d. Describe and evaluate relevant data from geology, including the process of fossilization.
e. Explain methods used in dating the evidence for human evolution.

f. Discuss the functional anatomy of the Order Primates and describe, compare, and contrast traits shared by members of the Order.

g. Appraise the influence of culture on human biological evolution.

h. Identify important human and prehuman fossil discoveries.

i. Compare and contrast the morphology of human and prehuman fossil species.

j. Assess early human cultural evolution.

k. Evaluate various phylogenetic interpretations of human biological and cultural evolution.

l. Discuss human variation – past and present.

m. Evaluate new human and prehuman fossil discoveries reported in the mass media.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In class discussions.

2. Individual/group writing projects.

B. SUMMATIVE ASSESSMENT

1. Essay exams (required).

2. Objective testing.