GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: ANTH 1 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Summer 2020 CURRICULUM APPROVAL DATE: 04/14/2020

SHORT TITLE: INTRO PHYSICAL ANTH

LONG TITLE: Introduction to Physical Anthropology

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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 the foundation of the course. (C-ID: ANTH 110)

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:

By the end of this course, a student should:

1. Describe the place of Homo sapiens in the animal kingdom.

2. Explain the general physical features of modern humans and compare them with the fossil hominids and non-human primates.

3. Analyze theories, concepts, and data that explain human evolution from the fields of genetics, archaeology, geology, and anatomy.

4. Analyze the concepts of ethnocentrism and cultural relativism in relation to the study of human evolution.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/14/2020

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.

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.

6 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.

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.

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.

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.

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.

6 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.

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.

4 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.

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.

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.

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.

3 hours

Content: Debate Project

Performance Objectives: 1) Critique and discuss with colleagues a science fiction film about cloning using your knowledge of evolutionary processes and ethics.; 2) Participate in two debates with colleagues by arguing "for" or "against" the topics of eugenics, de-extinction, artificial intelligence, and genetically engineered food.

2 hours

Final Exam

METHODS OF INSTRUCTION:

Weekly lectures - Weekly readings - Instructional videos - Video tutorials and lectures - Discussion forums - Group work around research projects - In-person office hours and/or zoom chats

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description: Reading assignments: weekly textbook chapters and topical articles. You will read 40 to 60 pages a week. Please read critically and take notes. Please be sure to do the required reading, listen to my lectures, and view the films for each week. After completing this work, take your corresponding quizzes and participate in our discussions. Be sure to visit our course site throughout the week to keep up with regular announcements and participate in our course community.

Required Outside Hours: 20

Assignment Description: Writing assignments and quizzes: Weekly multiple-choice quizzes and response papers are assigned throughout the course. Completion of all quizzes and discussions is required.

Required Outside Hours: 20

Assignment Description: Interactive discussion forums: You are required to participate in each forum, engaging substantively with your colleagues. To get full credit for your forum participation, you must post your own contribution in addition to engaging with two colleagues. Your participation in discussion forums is equivalent to ?showing up? for a face-to-face class session; your presence is important and expected!

Required Outside Hours: 20

Assignment Description: Film viewing: Documentary films provide historical context and current examples of course threshold concepts.

Required Outside Hours: 18

Assignment Description: Research project: You will be assigned a debate topic to argue for or against. You will research your topic and write a position paper using scientifically based sources to support your position. After posting your paper to your debate forum, you will participate meaningfully in your debate and a debate on another topic presented by your classmates.

METHODS OF EVALUATION:

Objective examinations

Percent of total grade: 50.00 %

Multiple-choice and essay quizzes and exams

Writing assignments

Percent of total grade: 30.00 %

Essays, response papers, research projects

Problem-solving assignments

Percent of total grade: 10.00 %

Quizzes, exams

Skill demonstrations

Percent of total grade: 10.00 %

Research presentations

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Recommended Representative Textbooks

Beth Shook, Katie Nelson, Kelsie Aguilera and Lara Braff. Explorations: An Open Invitation to Biological Anthropology. Arlington, VA: American Anthropological Association,2019.

ISBN: 978-1-931303-63-7

Reading Level of Text, Grade: 14 Verified by: Debbie Klein

Recommended Other Texts and Materials

Park, M. Biological Anthropology (7th ed.). New York, NY. McGraw-Hill. ISBN: 978-0078034954

Dettwyler, K. Dancing Skeletons: Life and Death in West Africa (20th anniversary edition). ISBN: 978-1478607588

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV B1, effective 202050
GAV B2, effective 201470
GAV B4, effective 202050
GAV D1, effective 202050
GAV F, effective 202050

CSU GE:

CSU B1, effective 202050
CSU B2, effective 201470
CSU B4, effective 202050

IGETC:

IGETC 5B, effective 202050

CSU TRANSFER:

Transferable CSU, effective 202050

UC TRANSFER:

Transferable UC, effective 202050

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
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: 110
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