

**De Anza College**  
**Anthropology Department**  
**ANTH 001, Introduction to Physical Anthropology, Fall 2020**

**Course and Contact Information**

**Instructor:** Amanda Kadkly  
**Office Location:** Online  
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**Office Hours:** M/W 12:30-1:30 pm  
**Class Days/Time:** Online Asynchronous

**COURSE DESCRIPTION:**

**ANTH 1:** Introduction to biological aspects of humans. A bio-cultural and an evolutionary approach is used to understand human variation and human evolution. Issues and topics will include, human variation and its adaptive significance, biological and behavioral evolution of humans, comparative primate anatomy and behavior, evolutionary theory, and the impact of cultural, technological and environmental change on human biology and behavior.

I'm Amanda Kadkly, and I am excited to work with you this quarter! In this course, we will be exploring human and primate variation within an evolutionary framework. This is a scientific course with roots in evolutionary biology, primatology, and paleoanthropology. As part of this class, we will carry out several activities that will allow you to observe evolutionary processes in action. These activities will also give you a better understanding of the scientific processes involved in conducting research and critically evaluating the validity of claims using the scientific method.

Throughout this course, we will examine where humans fit into the animal kingdom, and we will synthesize the biological & cultural processes at work in shaping human adaptation. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage active participation on your part throughout the quarter!

Most importantly, I want you to *think* about the content—I don't want you to simply absorb the information you hear from talk-show experts. Knowledge isn't just about retaining information. Knowledge involves having the ability to question – to know what questions to ask and how to ask them. To facilitate this process, this class will engage in reflection exercises and discussions. I hope these experiences will allow you to apply the material we cover to your own life. Welcome to class! ☺

**Course Justification:** This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets a general education requirement for De Anza, CSUGE and IGETC. Anthropology has four major subfields and this course is an introduction to one of them - which is biological anthropology.

**STUDENT LEARNING OUTCOMES:**

Students completing this course will achieve a fuller understanding of (a) how to think scientifically, (b) how evolution works, (c) humans as primates, (d) human evolutionary history, and (e) human variation.

- Student Learning Outcome: Students will analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.
- Student Learning Outcome: Students will evaluate biological and behavioral similarities and differences between humans and non human primates.
- Student Learning Outcome: Students will apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.
- Student Learning Outcome: Evaluate human biology and culture as a response to 7 million years of evolutionary process.

### **COURSE OBJECTIVES:**

- A. Recognize the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology.
- B. Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior.
- C. Examine the biological background for physical anthropology in terms of biochemistry, genetics, adaptation, and molecular biology. Apply the understanding of evolutionary theory to medicine.
- D. Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution.
- E. Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates.
- F. Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society.
- G. Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change.

### **COURSE REQUIREMENTS:**

#### **Required Text:**

Exploring Biological Anthropology, 3rd Edition. Craig Stanford, John Allen, and Susan Anton. (The 4<sup>th</sup> edition is also fine).

#### **Selected Readings**

Selections will be provided on Canvas

#### **Assignments:**

Course materials such as syllabus, handouts, notes, assignment instructions, assignment grades, etc. can be found on Canvas at <https://deanza.instructure.com/login>. All of the lecture materials will be posted under Modules.

Exams: There are 2 open-book exams that will be taken on Canvas (both non-cumulative). If you have any concerns about accommodations, please discuss this with me ahead of time so that accommodations can be made. Please do not make travel plans that will conflict with the exams, and be aware that students must take all exams to pass this course. For final exam schedule, see <http://www.deanza.edu/calendar/final-exams.html>.

Exam questions will test your knowledge of course concepts and material, as well as your ability to apply this knowledge to novel situations and examples. I truly believe in your success as a student, so I will provide study guides and practice questions to help you grasp the material. Please remember, if you have any questions, concerns, or comments, to let me know right away. I welcome any feedback you're willing to offer.

Analysis Responses: This course includes participation in exercises, discussions, and polls. Some assignments will be class surveys and others will require brief responses (250 - 500 words). These activities are designed to assess your skills as a critical thinker and to apply the concepts taught in class to research. Becoming a critical thinker will help you in your future career by enabling you to be accurate in your assumptions and predictions. To excel in these tasks, complete the course readings, ask questions, and be prepared to contribute.

Responses need to be appropriate for an academic setting (complete sentences, proper grammar, etc.). Writing is a personal process that is ever evolving. I strongly believe that we all (and by that, I mean myself too) can improve our writing with practice! I encourage you to read and apply the feedback I provide, and if you need help with the writing process, consult with the [Writing Center](https://www.deanza.edu/studentsuccess/wrc/) (https://www.deanza.edu/studentsuccess/wrc/). This is a resource you have paid for in tuition!

Extra Credit - Zoom Sessions: There are 4 optional Zoom sessions where we will discuss the course material and Analysis assignments. You will have the opportunity to engage with the class and ask questions in these sessions. Extra credit is offered for each attended session.

Human Variation Assignment: Students will work in a small group to complete an assignment on a topic related to the course (there will be a variety of assignment options to choose from). Instructions will be provided on Canvas.

Online Format: Lectures will be posted on Canvas each week on Mondays. Since the course is asynchronous, you can review the material and complete assignments at your own pace. All discussion assignments will be due on Thursdays by 11:59 pm unless otherwise specified.

**GRADING:**

Grades will be based on the following (each is graded on a scale of 100):

Exams (250 points) Exam 1 Exam 2	=	50%
Analysis Responses (150 points) 12 ARs	=	30%
HV Assignment (100 points)	=	20%
Total (500 points)		100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

## Make-up Work

It is important to maintain a system of fairness to students who complete work on-time in this course. Therefore, only students with a valid, *documented* excuse will be able to take an exam late or submit an assignment late. An assignment submitted after the due date will incur a penalty of 20% off the maximum score for every late day (including non-class days and weekends).

## Classroom Protocol

Please refer to the following guidelines:

- All students must adhere to De Anza's [Academic Integrity Policies](https://www.deanza.edu/policies/academic_integrity.html) ([https://www.deanza.edu/policies/academic\\_integrity.html](https://www.deanza.edu/policies/academic_integrity.html)). Students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.
- Check Canvas and your De Anza email regularly for announcements and updates.
- Assignments need to be submitted on Canvas. Security threats are a concern, so I do not accept assignments attached in emails.
- Remember that we are all in this together! Please be respectful to others during class discussions (see "netiquette" guidelines on Canvas).
- As mentioned, you all are here to learn how to engage and correspond with one another in a professional, academic environment. Now is a good time to learn about effective communication practices! Refer to the email professionalism guidelines on Canvas, and please note that I respond to emails/Canvas messages during business hours (9 am – 5 pm). I try to respond within 24-48 hours.
- If you have questions about the content, other students may have similar questions and could benefit from this information. I encourage you to make use of the Q/A thread on Canvas.
- With all that said, I enjoy facilitating discussions in an engaging and comfortable environment. This works best when students are prepared, courteous, and respectful! 😊

## Resources

If you need accommodations because of a disability, or if you need to make special arrangements, please visit De Anza's Disability Support Programs and Services Division (<https://www.deanza.edu/dsps/index.html>).

Student Services <https://www.deanza.edu/services/>

Psychological Services <https://www.deanza.edu/psychologicalservices/>

Tutoring <https://www.deanza.edu/studentssuccess/>

# ANTH 001 / Introduction to Physical Anthropology: Course Schedule

This schedule is subject to change with fair notice; any changes will be announced and posted to Canvas.

	Date	Topics	Readings, Deadlines
1	9/21 – 9/25	<b>Introduction to Physical Anthropology</b> Course overview, anthropological case study, scientific method The scientific revolution, the geologic timescale	Reading: Ch. 1, 2 Syllabus quiz, Intro Assignment, AR 1  <b>Zoom 1:</b> 9/21 at 11:30 – 1:00 pm PST
2	9/28 – 10/2	<b>Natural Selection and Cellular Genetics</b> Natural selection, cell biology, chromosomes, DNA Genetic disorders <ul style="list-style-type: none"> <li>(AR 3) Film: “Sound and Fury”</li> </ul>	Reading: Ch. 3 AR 2, AR 3
3	10/5 – 10/9	<b>Modern Synthesis of Evolution</b> Genetic inheritance, human genetics Forces of evolution, population genetics, “nature vs. nurture”	Reading: Ch. 4, 5
4	10/12 – 10/16	<b>Evolutionary Relationships</b> Cladistics, homology and homoplasy, speciation Osteology, bipedalism, skeletal determinations	Reading: Ch. 6 ( <i>up to Adaptation</i> ), Ch. 15 AR 4 <b>Zoom 2:</b> 10/12 at 11:30 – 1:00 pm PST
5	10/19 – 10/23	<b>Mammalian Evolution</b> Mammal characteristics, primate species characteristics  Exam 1	Reading: Explorations Ch. 5 ( <i>up to Suborder Strepsirrhini</i> )  <b>Exam 1</b> opens/due: 10/22
6	10/26 – 10/30	<b>Primate Evolution</b> Strepsirrhines and tarsiers, New World and Old World monkeys Lesser and Great apes, social structures, primate behavior	Reading: Ch. 7, 8 AR 5
7	11/2 – 11/6	<b>Paleoanthropology</b> Paleoecology, early hominins, Australopithecines Early species in <i>Homo</i> , evolution of Genus <i>Homo</i>	Reading: Ch. 9, 10, 11 AR 6, AR 7
8	11/9 – 11/13 11/11 <i>Veteran’s Day</i>	<b>Comparative Morphology of Genus <i>Homo</i></b> Dietary and cultural adaptations, origins of <i>Homo sapiens</i> , dispersal Human variation <ul style="list-style-type: none"> <li>(AR 8) Film: “The Eye of the Storm”</li> </ul>	Reading: Ch. 12, 13 AR 8 <b>Zoom 3:</b> 11/9 at 11:30 – 1:00 pm PST

	<b>Date</b>	<b>Topics</b>	<b>Readings, Deadlines</b>
9	11/16 – 11/20	<b>Human Adaptation</b> Behavioral ecology, adaptation, acclimatization Intelligence, modern lifestyles, disease, altruism	Reading: Ch. 6 ( <i>Adaptation – end of chapter</i> ) AR 9, HV assignment due
10	11/23 – 11/25 <i>Thanksgiving</i> Break 11/26 – 11/29	<b>Modern Humans</b> Case study (DB 10) The Anthropocene <ul style="list-style-type: none"> <li>(AR 11) Film: “Waste Land”</li> </ul>	Reading: Ch. 14 AR 10, AR 11
11	11/30 – 12/4	<b>Concluding the Course</b> Anthropological perspectives	Reading: <i>Review</i> AR 12 <b>Zoom 4:</b> 11/30 at 11:30 – 1:00 pm PST
12	Finals Week	Exam 2 - <a href="#">Final exam schedule</a>	<b>Exam 2</b> opens/due 12/7