

San José State University
Anthropology Department
ANTH 12, Introduction to Human Evolution, Section 80, Spring 2022

Course and Contact Information

Instructor: Amanda Kadkly
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Office Hours: M 10:40 – 11:40 am (drop-in)
Class Days/Time: TTh 10:30 – 11:45 am
Classroom: Online
GE/SJSU Studies Category: B2/Life Science

ANTH 12: The human organism from an evolutionary perspective. The foundations of life and evolutionary theory. Introduction to primate behavior and the fossil record. Human biocultural evolution over the last sixty million years. Prerequisites: None.

Course Description

If you ever lie awake at night and wonder “why are humans such a weird species?” this is the class for you! 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 semester!

Most importantly, I want you to *think* about the content—I don’t want you to simply absorb the information you read about in popular media. Acquiring knowledge isn’t just about retaining information, but learning 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 Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a synchronous delivery format, and there are required synchronous meetings in this course. You must have regular access to a computer and to the internet, must have access to Excel or Google Sheets, and must have your one.sjsu, Canvas, and SJSU email accounts set up. If you share a computer or workspace, you should negotiate time and privacy with other users so that you have reliable access to the tools you need. Please check Canvas and your SJSU email account regularly to stay up to date in this course.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) (<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>).

Course Goals

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.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

LO1: use methods of science and knowledge derived from current scientific inquiry in life or physical science to question existing explanations;

LO2: demonstrate ways in which science influences and is influenced by complex societies, including political and moral issues;

LO3: recognize methods of science, in which quantitative, analytical reasoning techniques are used.

Course Learning Outcomes (CLO)

In this course, students will learn the principles of evolutionary theory and how the study of human evolutionary history, adaptation, and variation plays a fundamental role in the evolutionary processes that affect the human species. In addressing our understanding of the human condition, students will be challenged to think critically, interpret and assess the validity of scientific methodologies, examine quantitative data, and engage in class discussions.

Upon successful completion of this course, students will be able to:

CLO 1: explain the evolutionary process, how it works, and how scientists have come to understand the process (specifically to understand ourselves).

CLO 2: describe the evolutionary history of our species and the biological bases that are at the foundation of this process.

CLO3: comprehend basic biological knowledge relating to molecular biology, cell reproduction, fundamental principles of micro- and macro-evolutionary theory (especially the role of natural selection), and the intellectual background leading to the development of evolutionary theory.

CLO4: explain from a comparative perspective how humans are related to other primates (and what this implies structurally, physiologically, and behaviorally).

Required Texts/Readings

Textbooks

- *Physical Anthropology*
 - Readings on the course website: <https://akanthro.wordpress.com/>
- *Explorations: An Open Invitation to Biological Anthropology*
 - Author(s): Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff
 - ISBN: 978-1-931303-62-0 (eBook), 978-1-931303-63-7 (Print)
 - This is an open access textbook which can be accessed at <https://explorations.americananthro.org/>.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus ([University Policy S16-9](#), Course Syllabi <http://www.sjsu.edu/senate/docs/S16-9.pdf>).

Other course structures will have equivalent workload expectations as described in the syllabus. More details can be found in Office of Undergraduate Education's [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

GE Writing requirement: Students are required to complete 6 pages of writing in this GE course. This requirement will be divided into several assignments throughout the course. 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! If you need help with the writing process, consult with the Writing Center (<https://www.sjsu.edu/writingcenter/>).

Exams: There are 2 open-book exams (Exam 2 is cumulative) that will be taken on Canvas. Make-up exams will only be given for unforeseen circumstances (illness, family emergency), and only if the legitimacy of the emergency is **adequately documented** AND the student contacts me **within 24 hours** of the exam date. You will not be given extra time if you start on the exam too close to the deadline. If you have any concerns about disability accommodations, please discuss this with me ahead of time so that accommodations can be made. Students must complete both exams to pass this course.

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. Drop-in office hours are available. This is a great opportunity to get feedback and assistance with the course.

Final Examination or Evaluation: [University Policy S06-4](#) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) states that "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

Analysis Activities: These will be completed in class. I strongly believe in student-centered active learning, so we will have various class exercises, discussions, video clips, and class polls that will provide opportunities to engage with the concepts in a hands-on environment. Some assignments will involve examinations of statistical data, skeletal material, and primate characteristics. One analysis activity consists of a class debate where students will be assigned a controversial topic. The class will be split up into "yes" and "no" teams. Your team's position will be determined randomly through a coin flip (more information will be provided on Canvas). These activities are designed to assess your skills as a critical thinker and to apply the concepts taught

in class. 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.

If you need to miss an Analysis Activity due to an emergency or illness, please do your best to reach out to me as soon as possible and before the activity date. One Analysis Activity can be made up by visiting my office hours to discuss the activity. Please schedule this with me ahead of time.

Case Studies: In these assignments, students will examine real cases, complete practice quizzes, or apply course knowledge to problem-solving exercises. Some assignments will require the use of Excel or Google sheets. If you are looking for free options, check out [Excel Online](https://www.microsoft.com/en-us/microsoft-365/free-office-online-for-the-web) (<https://www.microsoft.com/en-us/microsoft-365/free-office-online-for-the-web>) or [Google Sheets](https://www.google.com/sheets/about/) (<https://www.google.com/sheets/about/>). Excel is an incredibly valuable skill to have in any profession, so I strongly encourage you to take advantage of this opportunity to learn how to use this tool. All written responses need to be appropriate for an academic setting (complete sentences, proper grammar, etc.). They should reflect college-level writing, and they should be specific to the concepts discussed in class.

Other Info: All assignments will be due on Sundays by 11:59 pm unless otherwise specified. Keep in mind that I will only respond to emails during business hours (M-F). I make requests of students (accountability with assignments, coming to class on time, etc.), but you can expect certain things of me as well (well-prepared lectures, fostering a classroom environment of respect through my role as the instructor). I consider my students adults, so I will not be grading for attendance, though I do keep records of attendance for statistical purposes. I understand that situations come up and you may need to miss class. Reach out to a classmate to get any information you missed. This is a class that I like to have fun with, so if you come across any interesting articles, current events, memes, or activity ideas, you are more than welcome to send them to me!

I know that you all are just trying to get through your classes and don't need to be lectured about how to be 10 times more productive on fewer hours of sleep, etc...but try not to let yourself get completely overwhelmed, and don't be too hard on yourself if you find something difficult or confusing. It is okay to ask for help!

Though the subject matter may be specific to certain disciplines, I've tried to make the communication, presentation, writing, and critical thinking skills relevant to one's personal growth and development. I just ask that you come into the classroom with integrity and the mindset that there is something to learn that will benefit you in your life. I will come into the classroom with the mindset that I will learn something from you, as well!

Grading Information

To pass this course, students must receive a grade of C or higher.

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

Exams EX x 2 (200 pts)	=	40%
Case Studies CS x 10 (175 pts)	=	35%
Analysis Activities (In-Class) AA x 5 (125 pts)	=	25%
Total (500 pts)		100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A plus	87-89% = B plus	77-79% = C plus	67-69% = D plus	Below 60% = F

92-96% = A 90-91% = A minus	82-86% = B 80-81% = B minus	72-76% = C 70-71% = C minus	62-66% = D 60-61% = D minus	
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More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Grading Policies

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. If you are experiencing a difficult circumstance, reach out to me *before* the exam or assignment is due.

Sensitive topics may come up in class. If you have any specific concerns, I encourage you to seek accommodations and/or discuss your situation with your academic advisor. Requests for extensive assignment extensions due to emergency situations must be formally submitted in writing. A plan to get back on track must be approved before an extension will be granted (if the extension request meets the requirements).

When turning in assignments/exams on Canvas, it is your responsibility to make sure you uploaded the correct document, and that it is a working file that I can access. Be sure to check your submission on Canvas.

Any grade disputes, extensions, or concerns should be addressed **within 7 days** of receiving the grade for the assignment. Grade curves already get factored into the final grade, so there are no additional extra credit opportunities or grade boosts after Exam 2 is graded. Final grades do get rounded up (for example, an 89.5% is rounded up to an A-).

Posting ANY course materials (readings, assignment questions, study guides, exams) on Chegg, Course Hero, Quizlet, Discord servers, GroupMe chats, etc. is not acceptable. Receiving any unauthorized assistance is considered academic dishonesty, and a formal investigation will be pursued if this behavior is found. Academic dishonesty includes uploading or sharing materials to check your exam after submitting your work. If you are unsure about ethical academic behaviors, please reach out about the issue. I would much rather you ask me for help than ruin your academic and professional career.

Classroom Protocol

Please refer to the following guidelines:

- All students must adhere to [SJSU's Academic Integrity Policies](https://www.sjsu.edu/iss/current-students/integrity/) (<https://www.sjsu.edu/iss/current-students/integrity/>).
- It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to SJSU's Schedule for dates and deadlines for registration.
- Check Canvas and your SJSU email regularly for announcements and updates. You should aim to check Canvas and email at least every few days during the week.
- Assignments need to be submitted on Canvas. Cybersecurity threats are a concern, so I do not accept assignments attached in emails.

- In the Subject Line of an email, always include the class and section number. Please refer to the email professionalism guidelines on Canvas, and note that I respond to emails/Canvas messages during business hours (9 am – 5 pm) within 24-48 hours.
- Please be respectful and courteous to others in this class. Everyone is just trying to do their best. The classroom should be a comfortable learning environment where ideas can be shared and discussed. Be positive and constructive when making contributions.
- Being respectful also includes respecting everyone's time. Please do not show up late (even on Zoom) because it is quite distracting to other students and myself.
- 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! 😊

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>). Make sure to visit this page to review and be aware of these university policies and resources.

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class. University Policy S12-7 <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center <http://www.drc.sjsu.edu/> to establish a record of their disability.

Resources

Academic Success Center <http://www.sjsu.edu/at/asc/>
 Peer Connections website <http://peerconnections.sjsu.edu>
 Writing Center website <http://www.sjsu.edu/writingcenter>
 Counseling Services website <http://www.sjsu.edu/counseling>

ANTH 12 / Introduction to Human Evolution, Spring 2022, Course Schedule

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

Course Schedule

Week	Date	Topics	Readings, Assignments, and Deadlines
1	1/27 - 1/28	Introduction to Physical Anthropology Course introduction	Reading: <i>(Phys Anth)</i> Introduction CS 1
2	1/31 - 2/4	History of Evolutionary Theory Scientific method, scientific revolution, Darwin	Reading: <i>(Phys Anth)</i> Evolutionary Theory CS 2
3	2/7 - 2/11	Natural Selection and Cellular Genetics Natural selection, cell biology, chromosomes	Reading: <i>(Explorations)</i> Ch. 3 AA 1 (T)
4	2/14 - 2/18	Modern Synthesis of Evolution DNA, genetic inheritance, evolution	Reading: <i>(Explorations)</i> Ch. 4 CS 3
5	2/21 - 2/25	Evolutionary Complexities Evolution continued, cladistics	Reading: <i>(Phys Anth)</i> Evolution CS 4
6	2/28 - 3/4	Speciation Speciation, skeletal determinations	Reading: <i>(Phys Anth)</i> Speciation CS 5, AA 2 (Th)
7	3/7 - 3/11	Exam Review, exam day	Reading: Study for exam Exam 1 opens/due 3/10
8	3/14 - 3/18	Primate Evolution Mammals, Strepsirrhines and tarsiers, monkeys	Reading: <i>(Phys Anth)</i> Primate Evolution CS 6
9	3/21 - 3/25	Apes Lesser and great apes, social structures, sexual selection	Reading: <i>(Phys Anth)</i> Apes CS 7
10	3/28 - 4/1	Spring Break - No class!	Reading: N/A
11	4/4 - 4/8	Environmental Influences Human biology, fossilization, ecological influences	Reading: <i>(Phys Anth)</i> Fossilization, <i>(Explorations)</i> Ch. 9 CS 8, AA 3 (T)

Week	Date	Topics	Readings, Assignments, and Deadlines
12	4/11 - 4/15	Cultural Influences Social complexity, diet, culture, genus <i>Homo</i>	Reading: (<i>Explorations</i>) Ch. 10 Debate sign-up due
13	4/18 - 4/22	Human Adaptation Human variation, adaptation, acclimatization	Reading: (<i>Explorations</i>) Ch. 12 CS 9
14	4/25 - 4/29	Debates Day 1, Day 2	Reading: (<i>Phys Anth</i>) Methods AA 4 (depends on your group)
15	5/2 - 5/6	Modern Humans Adaptation continued, trends, modern lifestyles	Reading: (<i>Phys Anth</i>) Modern Humans CS 10
16	5/9 - 5/13	The Anthropocene Health, disease, human impacts, review	Reading: (<i>Phys Anth</i>) Anthropocene AA 5 (T)
Final Exams	5/18 - 5/25	Final exam day - Exam 2 https://www.sjsu.edu/classes/final-exam-schedule/index.php	Exam 2 opens/due: 5/20