

**San José State University**  
**Anthropology Department**  
**ANTH 12, Introduction to Human Evolution, Section 83, Fall 2021**

**Course and Contact Information**

<b>Instructor:</b>	Amanda Kadkly
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<b>Telephone:</b>	408-924-5561 (campus phone)
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<b>Office Hours:</b>	W 10:30 – 11:30 am
<b>Class Days/Time:</b>	TTh 10:45 am – 12:00 pm
<b>Classroom:</b>	Online Synchronous
<b>GE/SJSU Studies Category:</b>	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**

I am excited to work with you this semester! 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 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 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](#) 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> (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

## Textbook

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 that will be taken on Canvas (a midterm and a cumulative final exam). 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. 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.

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.

**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."

**Case Studies:** 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. 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. 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.

**Debate:** Teams of 5 students will be assigned a controversial topic that they will debate on in class (each debate will last approximately 30 minutes). You will need to submit your preference order for the debate topics on Canvas. Each team will be assigned a “yes” or “no” position on the question posed. Your team’s position on the topic will be determined randomly through a coin flip. You will need to research the topic and develop arguments in support of your assigned position (regardless of your personal opinion on the topic). You will also submit a 300-word response that includes the team’s arguments (with statistics or examples to support claims) and your individual role/contributions. More information will be provided on Canvas.

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 (I am not looking for journal entries that could be written by anyone walking by the classroom!). Your responses should demonstrate that you are knowledgeable about the course material.

**Synchronous Format:** 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 consider my students adults, so I will not be grading for attendance (I do keep personal records of attendance, though). I understand that situations come up and you may need to miss class. Reach out to a classmate to get any information you missed, and please keep in mind that I am not able to reteach entire lectures. Your learning experience will be much better if you can consistently keep up with course readings, meetings, and assignments. I encourage you to maintain a weekly schedule and stick to it. Avoid procrastinating on assignments, in case an unexpected situation comes up. I also encourage you to participate, ask questions, and join study groups with your peers. You are far more likely to remember and retain information in an environment that you are actively engaged in.

**Tips for Success:** The relationships you cultivate with your professors matter. Remember that college is not all about grades – it is important to build relationships, seek out opportunities, and network. Focus on the skills you will get out of your classes (even if they aren’t in your major). Though the subject matter may be specific to certain disciplines, the communication, presentation, writing, and critical thinking skills are important for your 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!

Education is a two-way street. 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 will provide honest feedback on your work and may be very pragmatic in my email correspondence. It’s nothing personal against you! Such feedback is meant to help you improve and learn how to navigate in professional communities.

**Extra Credit:** Students will have the opportunity to complete activities for extra credit during some class meetings.

### **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 (100 pts each) Exam 1 (25%) Exam 2 (25%)	=	50%
Case Studies (20 pts each)	=	30%
Debate (100 pts)	=	20%
Total		100%

Grading is as followed:

A	B	C	D	F
97% - 100% = A plus 92-96% = A 90-91% = A minus	87-89% = B plus 82-86% = B 80-81% = B minus	77-79% = C plus 72-76% = C 70-71% = C minus	67-69% = D plus 62-66% = D 60-61% = D minus	Below 60% = F

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 the Debate assignment late. Case study assignments will receive a 10% reduction for each late day. 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 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. Incorrect or unreadable files will be assigned a grade of zero.

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 websites like Chegg, Course Hero, Quizlet, etc. is a copyright violation. Receiving any unauthorized assistance is considered academic dishonesty, and a formal investigation will be pursued if this behavior is found. Academic dishonesty includes, but is not limited to, doing something you would not do if we were in the classroom together (asking for help on Chegg, etc.). This includes uploading on Chegg to check your exam after submitting your work. I do search online for my exam questions routinely. If you are unsure about ethical academic behaviors, please

reach out about the issue. I would much rather you ask me for help than ask a tutor on Chegg who is likely to provide inaccurate information.

## **Classroom Protocol**

Please refer to the following guidelines:

- All students must adhere to [SJSU's Academic Integrity Policies](https://www.sjsu.edu/issc/current-students/integrity/) (<https://www.sjsu.edu/issc/current-students/integrity/>).
- Check Canvas and your SJSU email regularly for announcements and updates.
- Assignments need to be submitted on Canvas. Cybersecurity 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. 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! 😊

## **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, Fall 2021, 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	8/19 – 8/20	<b>Introduction to Physical Anthropology</b> Course overview, scientific method	Reading: Ch. 1 Syllabus, CS 1
2	8/23 – 8/27	<b>History of Evolutionary Theory</b> The scientific revolution, the geologic timescale, natural selection	Reading: Ch. 2 CS 2
3	8/30 – 9/3	<b>Cellular Genetics and Molecular Anthropology</b> Cell biology, chromosomes, DNA	Reading: Ch. 3 CS 3
4	9/6 – 9/10 9/6 <i>Labor Day</i>	<b>Mendelian Genetics</b> Genetic inheritance, human genetics, genetic disorders	Reading: Ch. 3 CS 4
5	9/13 – 9/17	<b>Modern Synthesis of Evolution</b> Forces of evolution, population genetics, “nature vs. nurture”	Reading: Ch. 4 CS 5
6	9/20 – 9/24	<b>Applications</b> Cladistics, homology and homoplasy, speciation, physical anthropology applications	Reading: Ch. 4 CS 6 <b>Debate sign-up due</b>
7	9/27 – 10/1	<b>Mammalian Evolution</b> Osteology, skeletal determinations, mammal characteristics, primates	Reading: Ch. 15 CS 7
8	10/4 – 10/8	<b>Primate Evolution</b> Strepsirrhines and tarsiers, New World and Old World monkeys	Reading: Ch. 5 <b>Exam 1 opens/due 10/7</b>
9	10/11 – 10/15	<b>Apes</b> Lesser and great apes, social structures, social behavior	Reading: Ch. 6 CS 8, CS 9
10	10/18 – 10/22	<b>Paleoanthropology</b> Paleoecology, Early hominins, Australopithecines	Reading: Ch. 7, Ch. 9 CS 10
11	10/25 – 10/29	<b>Genus Homo</b>	Reading: Ch. 10 CS 11

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Readings, Assignments, and Deadlines</b>
		Early <i>Homo</i> , dietary and cultural adaptations, genetic determinism	
12	11/1 – 11/5	<b>Anthropological Methods</b> Analyzing human populations, debates, advanced species in genus <i>Homo</i>	Reading: Ch. 11
13	11/8 – 11/12 11/11 <i>Veteran's Day</i>	<b>Behavioral Ecology</b> <i>Homo sapiens</i> , biocultural behavior studies, experiments	Reading: Ch. 12 CS 12
14	11/15 – 11/19	<b>Debates</b> Day 1, Day 2	Reading: None <b>Debate response due</b>
15	11/22 – 11/26 <i>Thanksgiving Break 11/24-11/26</i>	<b>Human Adaptation</b> Human variation, adaptation, acclimatization	Reading: Ch. 13, 14 CS 13 (see due date)
16	11/29 – 12/3	<b>The Anthropocene</b> Modern populations, disease, human impacts	Reading: Ch. 16 CS 14
Final Exams	12/8 – 12/14	Exam 2: Thursday 12/9 from 9:45 am – 12:00 pm <a href="https://www.sjsu.edu/classes/final-exam-schedule/index.php">https://www.sjsu.edu/classes/final-exam-schedule/index.php</a>	<b>Exam 2</b> opens/due: 12/9