

	<p><i>School of Arts &amp; Science</i>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>ANTH 260-001</b>  <b>Human Evolution and Diversity</b>  <b>Fall 2013</b></p>
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## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Brenda Clark, M.A.
(b)	Office Hours:	Monday and Tuesday 11:30-12:30 or by appointment
(c)	Location:	Young 212A
(d)	Phone:	370-3375
(e)	Email:	clark@camosun.bc.ca
(f)	D2L Website	

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Discuss the evidence and theories for the origin and evolution of the human species.
2. Identify and explain the forces of evolution as applied to human evolution.
3. Explain and analyze the relationship between human biology and culture.
4. Explain why humans belong to the primate order.
5. Explain human biological diversity from the perspective of adaptation.
6. Critically evaluate, from an anthropological perspective, such issues as: the AIDS pandemic, the origin of “diseases of civilization”, “race”, evidence for human origins and evolution.
7. Perform basic human body measurements.
8. Identify basic differences between human and non-human skeletons.
9. Establish a basic biological profile from skeletal remains: age and sex.
10. Solve simple problems in practical genetics: inheritance and pedigree analysis.
11. Recognize the normal human karyotype (chromosome characteristics).
12. Explain why the human species cannot be divided into biological races and that the concept of race is a cultural construct.
13. Apply physical anthropology in addressing problems of the modern world: racism, human health and disease, species extinction.

### 3. Required Materials

- (a) Texts: Keenleyside, Anne and Richard Lazenby (2011) *A Human Voyage: Exploring Biological Anthropology*. Toronto: Nelson Education, Ltd.
- (b) Lab Manual: *Lab Manual for Anth 260 Human Evolution and Diversity* available in the Camosun College Bookstore.

(c) Articles: see “Readings” in course schedule. Links are provided on D2L

“Where’d you go with my DNA”

“For Sale: Iceland’s Genetic History”

“In Saguenay, a family takes on a disease that haunts the region”

“All Work and No Play Left Little Time for Art”

“Are We Still Evolving”

#### **4. Basis of Student Assessment**

##### **(a) Short Essay Responses (20%)**

You are required to write two short responses, or mini-essays, on assigned questions and each are worth 10% of your final grade. All questions can be answered by reading the textbook and articles and attending lectures. Some in-class films may be relevant. An example essay is available on D2L.

Guidelines for essay response assignments

1. The essay is written in your own words.
2. The essay is between 500 and 600 words and the word count is stated.
3. The available evidence is used effectively; important and relevant evidence is not missed
4. End notes/references are used and formatted correctly.
5. The prose is clear and is free of grammatical and spelling errors.
6. The essay is well-organized and free of repetition.
7. There is an brief introduction which includes a clear statement of the purpose of the essay.
8. There is a clearly stated conclusion that summarizes what you learned and briefly answers the question.
9. The response is more than mere paraphrase of parts of the textbook or articles. It demonstrates careful thought and solid analysis.

#### **RESPONSE QUESTIONS**

Below is a list of 4 broad topics followed by a question or questions. Choose 2 of the response questions, but only one from each topic. Your essays will be due at the beginning of class on the dates provided below. Late essays will not be accepted. All articles listed below are linked from D2L.

Ethics Due: Sept 17

1. Should scientists be allowed to conduct genetic research on human populations? (See “Where’d you go with my DNA”, “For Sale: Iceland’s Genetic History” and “Nuu’chah’nulth Blood Returns to West Coast”)

Primates (2 questions) Due: Oct. 15

1. Are chimpanzees the best primate model for understanding human evolution? (See Keenleyside and Lazenby Ch. 6, “A Comparison of Some Similar Chimpanzee and Human Behaviours”, and “Dim Forests, Bright Chimps”.
2. How are human male and female sexual strategies the same or different from other primates? What are limitations of applying sexual selection theory in human situations? (See Keenleyside and Lazenby Ch. 6 and “The Myth of the Coy Female”)

Neandertals (2 questions)      Due: Nov. 26

1. Do Neandertals and modern humans belong in the same species? (See “All Work and No Play...” and Keenleyside and Lazenby Ch.11)
2. Should scientists try cloning Neandertals? Be sure to consider the implications for Neandertals and for society at large if such an experiment were successful. (See “Return of the Neanderthals: Should Scientists seek to clone our ancient hominid cousins?” and Keenleyside and Lazenby Ch. 11)

Modern Humans      Due: December 3

1. If human beings are so successful at using technologies to deal with environmental challenges, does it mean that natural selection is not truly impacting us anymore? (See Keenleyside and Lazenby Ch. 16 and “Are We Still Evolving”)

(b) **Exams:** There will be 2 exams for a total of 50% of your final grade.

Exam 1: written in class, see course outline for date

Exam 2: written during the College’s formal exam period.

Exams are not cumulative.

*Please note: students must be available during the College’s formal exam period at the end of term. Do not leave town before confirming your exam dates.*

(b) **Labs:** The laboratory part of Anthropology 260 is worth 30% of your final grade to be calculated as follows:

- 10 labs marked out of 10 points each (each lab is worth 1 mark of your total class mark)
- 2 lab quizzes worth 10 marks each of your total class mark
- You must pass the lab component in order to pass the course.

**LAB ATTENDANCE IS MANDATORY.** You will be allowed to make up a missed lab with a reasonable excuse. Reasonable excuses do not include: vacations, long weekends, work schedules, poor planning or poor time management on your part.

Both lecture exams and the lab quizzes must be attempted and passed to successfully complete Anthropology 260. Examinations and quizzes must be written during the scheduled times. In the case of illness, a medical note is required in order to write a make-up exam or quiz. If a student fails to come for a make-up at the scheduled time, the exam will not be further rescheduled unless a medical certificate is presented to the instructor. Unavailability of texts and pressure of other work does not constitute a reason for missing exams or quizzes.

**5. Grading System**  
**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional; exceeds highest expectations for the assignment or course	9
85-89	A	Outstanding; meets highest standards for the assignment or course	8
80-84	A-	Excellent; meets very high standards for the assignment or course	7
77-79	B+	Very good; meets high standards for the assignment or course	6
73-76	B	Good; meets most standards for the assignment or course	5
70-72	B-	Solid; shows some reasonable command of material	4
65-69	C+	Acceptable; meets basic standards for the assignment or course	3
60-64	C	Acceptable; meets some of the basic standards for the assignment or course	2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

**Temporary Grades**

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

**6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course**

**LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

**STUDENT CONDUCT POLICY**

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

### 7. Class sequence

WEEK	Lecture Topics and Readings Tuesday	Lab Schedule Friday
1 Sept 2-6	Class registration and course outline. Intro to Biological Anthropology	
2 Sept 9-13	Science and Evolutionary Theory Anthropology and DNA <u>Readings:</u> Ch 2, Ch 3; <i>For Sale: Iceland's Genetic History; Where'd you go with my DNA?"</i>	Genetics 1: Heredity
3 Sept 16-20	Forces of Evolution <u>Readings:</u> Ch 4; <i>In Saguenay, a family takes on a disease that haunts the region; People Still Evolving.</i>	Genetics 2: Evolution
4 Sept 23-27	Human Adaptability <u>Readings:</u> Ch 13 and Ch. 14 pp316-321	Human Osteology 1
5 Sept 30-Oct 4	The Order Primates <u>Readings:</u> Ch 5	Human Osteology 2
6 Oct 7-11	Primate Behaviour <u>Readings:</u> Ch 6	Age and Sex Estimation from the skeleton
7 Oct 14-18	Observing Primate Behaviour <u>Films:</u> <i>Monkey Business</i> and <i>Hanuman Langurs</i>	<b>LAB QUIZ 1</b>
8 Oct 21-25	<b>EXAM 1</b>	Comparative Primate Anatomy
9 Oct 28-Nov 1	Palaeoanthropology and Primate Evolution <u>Readings:</u> Ch 7	Human Evolution 1- Bipedalism
10 Nov 4-8	What is a Hominin? Hominin Origins <u>Readings:</u> Ch. 8 and 9	Human Evolution 2 – Oligocene to Pleistocene
11 Nov 11-15	The Genus <i>Homo</i> <u>Readings:</u> Ch 10	Human Evolution 2- Genus Homo
12 Nov 18-22	Neanderthals and Modern Humans: close encounters in the late Pleistocene <u>Readings:</u> Ch 11 and 12 and <i>All Work and No Play Left Little Time for Art</i>	Modern Human Variation
13 Nov 25-29	Biology of Contemporary Populations <u>Readings:</u> Ch 14 pp302-316 and Ch 16 and <i>Are We Still Evolving</i>	<b>LAB QUIZ 2</b>
14 Dec 2-6	Palaeopathology and Bioarchaeology <u>Readings:</u> Ch. 14 pp 321-end	