Physical Anthropology (Anth 1)
Spring 2017
Tuesdays 6 – 9:10pm
Art-BSCI Room 334 Section# 2036

Instructor: Professor Janaki Natalie Parikh
1st name pronounced (Jon-uh-key)
last name pronounced: (Puh-reekh)

Professor’s Office: (contact me for details if you wish to meet at Fullerton College, otherwise questions will be addressed via email & phone conference)

Fullerton College Office hours: Monday afternoons by appt,
Tuesdays 11:40am-1:10pm, Weds. 10:40-11:40am, Wednesdays 2:50-3:20pm,
Thursdays 11:40am-1:10pm and Thurs 2:50-3:20pm
Office phone: 714) 992-7515
e-mail: profjnp@gmail.com

Course description:
This course explores and emphasizes the evolution and physical diversity of the human species. Topics include genetics, mechanisms of evolutionary change, human variation, and the reconstruction of human evolutionary history through examination of the fossil record and comparative studies of the living non-human primates.

Upon completion of this course, students will be able to:
1. Demonstrate an understanding of the concept of the scientific method & its significance to science.
2. Describe and evaluate the major ideas that preceded and led to the development of evolutionary theory and analyze modern theories of Darwinian evolution through natural selection.
3. Identify and describe the processes by which genetic information is transmitted from one generation to the next.
4. Identify & discuss the various components of the DNA molecule & the process of protein synthesis.
5. Explain and assess the mechanisms of evolutionary change and explain how each one contributes to the evolutionary process.
6. Contrast point & chromosomal mutations & discuss the significance of point mutations to evolution.
7. List the major anatomical characteristics of primates associated with movement and the senses, and explain how they evolved as adaptations to an arboreal environment.
8. Contrast the major forms of primate social structure and describe their relationship to the primate species’ ecology.
9. Explain the differences between relative and chronometric dating and provide an example of chronometric dating using a radiometric technique.
10. Evaluate the benefits of bipedalism in reference to the particular environment in which most hominin evolution occurred.
11. Compare and contrast the skull characteristics of Australopithecus africanus, Australopithecus (or Paranthropus) boisei, and Homo habilis in relation to the particular diet of each.
12. Contrast the anatomical characteristics of Homo habilis and Homo erectus, and analyze those contrasts in reference to their respective environments and subsistence strategies.
13. Analyze the characteristics of Homo neanderthalensis in reference to the environment in which this hominid lived.
14. Evaluate the models that account for the origin of Homo sapiens, outlining the major criteria and evidence supporting each.
15. Outline the cultural stages in the evolution of the genus Homo, making reference to the particular Homo species, tool industry, and environmental context associated with each stage.
16. Explain the difference between physiological adjustments and adaptations and explain skin color and body build as adaptations to particular environments.

Student Learning Outcomes: In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.

Student Learning Outcomes:

**Anthropology 1 Introduction to Physical Anthropology SLO #1 Natural Selection** In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.

**Anthropology 1 Introduction to Physical Anthropology SLO #2 Primate Arboreal Adaptation** In an in-class assignment or objective exam question, students will demonstrate an understanding of primate adaptation by describing the major anatomical characteristics of primates associated with movement and the senses, and identifying how they evolved as adaptations to arboreal environments.

**Anthropology 1 Introduction to Physical Anthropology SLO #3** In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern *Homo sapiens* with various extinct species of the Genus *Homo* (e.g. Neandertals, *H. erectus*, *H. habilis*).

**Required Texts:**


*Note: Use of prior edition (1 previous from current) is acceptable for either book (The ISBN listed above is for the custom black & white edition of the text which is available through McGraw Hill Create, and usually considerably less expensive than the standard national edition)*

**These articles are also available online if you would prefer not to purchase the Annual Editions reader, listing of the web links for assigned articles is located at the end of the syllabus**

**Student Course Requirements:**

**Readings:** It is recommended that you read the assigned text prior to class lecture. Class lectures will not necessarily cover all of the material in your book, however, you may be tested on assigned readings even if they are not covered in class.

**Films:** Films will be shown throughout the course. The exam will include questions that are specific to the information covered in the films. Note-taking during films is advised.

**Lectures:** Lectures given in class will cover material from the assigned text and may also include material not found in the text. Slides and handouts will elaborate on concepts brought forth in the readings. **If you miss class, it is your responsibility to see the instructor for any handouts which may have been provided and to obtain notes from another student.**

Computers are not to be used for notes in class. Research shows that note taking by hand is more effective than typing notes, and it also confirms that when students have a computer in class they are much more likely to become distracted with outside material and it is distracting to fellow students as well.

**Attendance/Tardies:** To successfully complete this class you must attend regularly. A portion of your grade is based on class participation, thus, regular absences will adversely affect your course grade. A student may also be dropped for excessive &/or habitual absences. Attendance will be recorded in class at the beginning of class. Students will be allowed **2 unexcused absences** without grading penalty. If a student exceeds this allowance the class participation/attendance portion of the grade will be lowered accordingly. **A maximum of 1 additional absence will be excused for medical or legal reasons & only with proper documentation.*** Due to highly competitive demand for courses, I will be implementing a modified drop policy during the first two weeks of classes, please listen for details announced at the first class meeting, the modified drop policy will apply to all students whether the student was present for the announcement or not.

Arriving late and/or leaving class before dismissal is disruptive to the class. If you must leave class early, as a courtesy, please notify me at the beginning of class and make arrangements to find a seat near the exit to minimize disruption as much as possible. While you are encouraged to come into class as long as we are in session, please be aware that **arriving more than 25 minutes late or leaving more than 25 minutes early may be considered an absence for that class period & that habitual tardies will adversely affect your course grade.**

**Classroom Conduct:** Creating a positive classroom culture is a joint effort between the instructor and the students. We can all contribute to a positive learning environment by actively participating in class discussions and activities. At times we may disagree on a
particular point; however, our discussions will always remain respectful of these differences. Insulting or discriminating comments to the instructor, to other students, or to individuals or groups outside the classroom are not acceptable classroom behavior.

Also, chatting with a classmate while instruction is taking place is distracting and impolite towards the instructor and your fellow classmates. Such conduct may result in you being asked to leave the class for the remainder of that session with no attendance credit for that meeting.

**Homework Assignments:** In addition to readings, students are expected to complete 2 out-of-class homework assignments. **Please do not email homework submissions, I do not accept assignments via email.** These assignments will be due at the beginning of class on the day they are due (& will lose points if a student arrives late) refer to the class schedule for specific due dates, **all typed submissions should be 1.5 or dbl spaced, single spacing may result in a points deduction.** Homework will be graded primarily on correct completion of the assignment, although grammar & formatting of the assignment will be considered as well. **Late homework:** Assignments will be accepted a maximum of 1 class meeting after the deadline (although the final exam is an absolute deadline & no submissions will be accepted after that date), but 15% of assignment total will be immediately deducted as a late penalty. Please be advised that grading of late homework receives a lower priority than on-time submissions and that the instructor offers no guarantees on the timely return of materials that are deemed late submissions.

**Expert Group Presentations:** If a student is absent &/or tardy on the day he/she is scheduled to present, the student waives his/her right to presentation points, unless the instructor has provided email confirmation that the absence has been excused &/or the presentation rescheduled prior to the due date. Please be advised that grading of late homework receives a lower priority than on-time submissions and that the instructor offers no guarantees on the timely return of materials that are deemed late submissions.

**Exams:** There will be 2 in-class exams, consisting of multiple choice, fill-ins, true/false, and short answer/essay questions. For exams & quizzes, you will need an 882-E scantron form and a #2 pencil. Exam questions will be based on assigned readings (text and handouts), films, lecture, homework assignments and class discussions. Exams will not be cumulative. Once the day of the Final Exam, students must submit a take home essay. **Take home essay assignment:** the take home essay will be a typed response to two of the essay prompts in the study guide. Students may choose from any of the prompts in the final exam study guide. Each typed essay response should be at least one full page in length but not longer than two full pages per essay.

**As a general rule, make-up exams will not be given. In the most extenuating circumstances, with proper documentation, a make-up may be scheduled at the instructor’s discretion & subject to the instructor’s schedule of availability.** If a make-up is requested, students MUST follow these guidelines: notify me by email within 24 hours of the exam (before or after), & bring appropriate documentation (doctor’s note, police report, etc.). If your make up is approved you will likely be taking a different exam from the rest of the class (e.g, all essay). Only one make up
per student, per semester is allowed. Missing an exam is grounds for a student being dropped.

Student Services: El Camino College offers a variety of services to aid students in being successful. These services include: learning skills center, tutoring, and supplementary workshops. If you are struggling with the material, it is recommended that you seek out and utilize these support services. To learn more, please visit the Learning Resources Center website at: http://www.elcamino.edu/library/lrc/

Academic Honesty Policy: Students are expected to abide by ethical standards in preparing & presenting material which demonstrates their level of understanding & which is used to determine course grades. Students are expected to observe the following guidelines:

1) Students shall not plagiarize, this includes: claiming credit for the words or ideas or another as your own and/or utilizing another person’s creative production without crediting the source. You may study together, but you may not turn in the same work, use your own words in completing the assignments.

2) Students shall not cheat, this includes, using notes, aides or the help of other students on the exams or quizzes in ways other than those expressly permitted by the instructor.

I consider academic dishonesty a serious offense, and it will be treated accordingly should the situation arise. Academic dishonesty is a disservice to yourself and your peers. As your instructor I may deal with the situation in one of the following ways: assignment of an “F” grade on all or part of the exam, paper, or project, assignment of an “F” in the course, and/or reporting the student to the appropriate administrators for further disciplinary action.

Any student who has been cited for an alleged act of academic dishonesty will be automatically disqualified from any bonus额外 credit points earned up to that point in the course & may be ineligible for further extra credit participation.

ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resource Center.

Dropping the class: If you choose to drop the course, it is your responsibility to officially drop the course via admissions & records, and to do so by the campus deadline for course withdrawal. If you simply stop attending, an “F” grade will be submitted by the instructor. Refer to the college Catalog as the official publication addressing and guiding academic and student services policies.
Class Schedule:
*Schedule is tentative & may be altered if necessary. Changes will be announced in class

Week 1: 2/14
Text: AE: Evolution in Action
Intro & icebreaker (course outline), intro lecture

Week 2: 2/21
Text: Chap 1  AE: Darwin & Natural Selection & begin Mendelian Genetics

Week 3: 2/28  Expert Grp Session Sign Ups
Text: Chapter 2  AE: Curse & Blessing of the Ghetto
Cont. Mendelian genetics, begin Molecular Structure & function of genetic material

Week 4: 3/7
Text: Chapter 3  AE: America’s Science Problem
Cont. Molecular Structure & begin human polymorphisms

Week 5: 3/14
Text: Chapter 4  AE: Skin Deep
Cont. Molecular Structure, Human polymorphisms

Week 6: 3/21  Exp Grp Sessn 1 Presenters: Quiz Q’s Due, Exam #1
Text: AE: Film, Exam Review & Exam

Week 7: 3/28
Text: Chap 5  AE: The Tall & Short of It
Race: a product of culture

Week 8: 4/4  Expert Grp Sessn 1 & Quiz
Text: review Chap 4  AE: How Real is Race?
Continue race unit, expert grp session & quiz

Spring Break: 4/8 - 4/14: No Class Mtgs., Have fun, be safe!

Week 9: 4/18
Text: Chap 6  AE: evolutionary scale & speciation, primate shared traits

Week 10: 4/25  Primate Hmwk assigned
Text: (preview) Chap 7  AE: Peace Among Primates
Living primates: primatology

Week 11: 5/2  Exam #2 & Primate Hmwk Due
Take Home Essays May be Submitted at Exam 2 or Final
Text: Chap 7 

AE: The Mind of the Chimpanzee, The 2% Difference

**Catch up Lecture, Exam Review & Exam**

**Week 12: 5/9**  
**Expert Session 2 Presenters: Quiz Q’s Due**

Text: Chap 8 

AE: The Perfect Plague

Paleoanthropology & begin Geologic Time Part I

**Week 13: 5/16**

Text: Chap 9 

AE: The Birth of Childhood

Geologic Time & Primate Evolution Part I & II

**Week 14: 5/23**  
**Expert Grp Sessn 2 & Quiz**

Text: Chap 10 

AE: We Are All Africans (full text online see links below)

Members of our Genus, expert group session 2 & quiz

**Week 15: 5/30**  
**Last Chance to Submit Extra Credit Write-up**

Text: Chap 11 

AE: Members of our Genus

**Week 16: 6/6**  
**Final Exam, Submit Take Home Essay if you didn’t at Exam 2** 

Exam review & Exam

**Course grading:**

The following is a list of the points possible for the semester:

Exam 1- _______ out of 200 points  
Exam 2- _______ out of 200 points  
Exam 3 (Final)- _______ out of 250 points

Quizzes-

Quiz 1- _______ out of 75 points  
Quiz 2- _______ out of 75 points

*Homework Assignments & Presentations:

Article Quiz Question Submission – _______ out of 10 points
Articles Outlines & Presentation- _______ out of 50 points
Take Home Essay- _______ out of 55 points
Primate Hmwk- _______ out of 50 points

Participation 35 points possible (determined by attendance during in class activities throughout semester)

Extra Credit/Bonus Points Earned:

Total Points Possible- 1000 points _______

**Final Grading Scale:** Our campus does not issue “+” or “−” grades

900pts or above (90% +): “A” / 800-899pts (80-89%): “B”/ 700-799pts70-79%: “C”  
(600-699 pts) 60-69%: “D” / (Below 600 pts) Below 60%= “F”
It is your responsibility to keep track of your prospective grade. I retain student exams, thus, when you have the opportunity to view your graded exam, be sure to **make note of your score so that you can track your progress in the course.** Keep all other graded papers until you have received your final grade. If you need help calculating your prospective grade, make an appointment to see me and I will gladly assist you.

**Extra credit:** Students will have the option of turning in **one extra credit assignment,** which will be worth approx. 5% of the course grade. Students may choose one of the following: read one of the Annual Editions articles other than the articles assigned for the class, **or** attend a museum, **or** view a film pertaining to biological anthropology **or** read a book from the extra credit book list. A critical response paper (**not a film review**) must be **submitted for any of the options above.** The **format for the paper is as follows:** 1) describe what you read/saw, 2) incorporate at least 3 concepts or terms learned in class, 3) provide personal analysis of your reaction to the experience. Papers should be typed, 3 full pgs., & double spaced, using 11 or 12 pt. font & standard, reasonable margins, if the paper does not meet this criteria, it will not receive extra credit. The paper should be in your own words, paraphrasing from other sources will result in a loss of credit & may be considered plagiarism.

If you’d like to choose a film or location that is not preapproved, please obtain prior approval of the instructor. **Book papers will be graded out of 50 points, location visits & article papers out of 40 pts, while film papers will be graded out of 25 pts.** Other opportunities to earn bonus points will be announced throughout the term & are considered separate of this extra credit assignment. Extra credit may be submitted at any point in the semester up until the due date. **No late extra credit submissions will be accepted.**

Following are instructions if you choose the article option for extra credit. You can use any of the Physical Anthro AE articles **other than** the ones we are assigned. Below, you will find the link to the site where you can access the table of contents from the 13/14 edition of the AE book (or, the most recent that is available on their site) Click on pdf file labeled "table of contents" & it will pull up the full listing of the articles in that version of the AE. From there, select an article that interests you other than the ones we were assigned. Then, search for that article online by entering the title into an internet search bar followed by the words "full article". Verify that it is the correct article by comparing the author & publication info with what is listed on the table of contents.


**Recommended Locations for Museum option:** (Please retain ticket stub or receipt to submit w/ write-up for full credit)
California Science Center or Discovery Science Center
Gibbon Center (Los Angeles)
La Brea Tar Pits
Museum of Natural History
Museum of Tolerance
Zoo for Primate Exhibit: LA, Santa Ana or San Diego

**Pre-approved Films for Biological/Physical Anthro:**
Avatar
12 Monkeys
28 Days Later
2001: A Space Odyssey
A.I. (Artificial Intelligence)
Andromeda Strain
Children of Men
Congo
Chimpanzee (Disney’s)
Contagion
Crash
Equilibrium
Elysium
Gorillas In the Mist
I Am Legend
Jurassic Park (film or book, no sequels please, except Jurassic World)
Mighty Joe Young
Outbreak
Rise of the Planet of the Apes (not Dawn of…)
The Constant Gardener
The Island
Ultraviolet

**Books:** (Check my wordpress website for a list of pre-approved extra credit books)
You may find the following site a useful resource for course content, including the slide files covered in class:
https://jnparikh.wordpress.com/

**Websites for full text of assigned AE articles (these are not for extra credit, these articles are assigned reading for our quizzes):**

Evolution in Action:
http://www.sierracollege.edu/ejournals/jscnhm/v2n2/EvolutionAction.html
Curse & Blessing of the Ghetto:
http://courses.washington.edu/bioa101/articles/article43.pdf
America’s Science Problem:
http://www.scientificamerican.com/article/antiscience-beliefs-jeopardize-us-democracy/
Skin Deep:
http://courses.washington.edu/bioa101/articles/article33.pdf
The Tall & Short of it:
http://courses.washington.edu/bioa101/articles/article38.pdf