

RIO HONDO COLLEGE – DIVISION OF BEHAVIORAL & SOCIAL SCIENCES
Anthropology 101: Introduction to Physical Anthropology
Spring 2013, 16 Week Track / M–W / 12:50pm - 2:15pm / Science 334 / CRN-30232

COURSE SYLLABUS

(Updated 1/22/2013)

INSTRUCTOR INFORMATION Santiago Andres Garcia, MA / sgarcia@riohondo.edu / Office Hours: M–W 9:00am - 10:00am, Room: Administration A200A / www.santiagoandresgarcia.com

COURSE DESCRIPTION (3.0 UNIT) Anthropology 101: Introduction to Physical Anthropology is intended for students interested in expanding their knowledge of physical anthropology as a discipline. Students follow a lesson plan that introduces the methods, techniques, and procedures used in physical anthropology research, by way of lecture, presentations, classroom assignments, laboratory practicums, and one visit to the primate exhibit at the Los Angeles Zoo. Theoretically based classroom lectures cover the topics of human evolutionary change and the ecological forces that cause them, the study of primate behavior, the assessment of human variation, and the identification and classification of the skeletal features of humans, non-human primates, and human ancestors. Also included will be an exploration of cell structure and function, Mendelian, molecular, and population genetics.

STUDENT LEARNING OUTCOMES The objective of the class aims to give students a comprehensive view of the evolution of the human species through the overview of theory, the fulfillment of assignments, the completion of lab exercises, and the examination of fossil replicas. By the end of this course, students that have attended regularly shall be able to (1) explain the evolution of the human species, and the effects of the natural environment on human diversity, (2) identify the structural components of the skeletal system, and (3) explain the importance of cells and the genetic information they carry (DNA).

TEST MAKE-UP POLICY AND SYLLABUS LAW Test taking (five total) adheres to a strict exam schedule. In the case of an absence whereby a student misses a test, a student may turn in the one extra credit assignment allowed, to make up for the missing quiz points. In the case of Test 5, only students who miss the last day due to documented illness, car accident, or death in the family, are entitled to reschedule the last exam. With regard to the syllabus, the instructor reserves the right to change the lesson plan at any time, and changes as the course moves occur commonly.

STUDENT LOGIN To view the syllabus online and download any required class readings visit the following website <http://www.santiagoandresgarcia.com> and click on "Rio Hondo Student Page".

ATTENDANCE & PARTICIPATION In order to comprehend the course topics students must attend EVERY class meeting and participate in all classroom discussions and activities. Roll **WILL** be taken daily, and attending class does amount to earning 100 possible points, 20% of ones' final grade.

REQUIRED TEXTBOOK *Introduction to Physical Anthropology*, 2011-12 Edition, by Robert Jurmain, Lynn Kilgore, Wenda Trevathan, & Russell L. Ciochon, CENGAGE Learning, USA, ISBN 9781111297930

CHEATING, PLAGIARISM, & SEXUAL HARASSMENT See Rio Hondo College catalog.

COURSE SCHEDULE AND TOPICS

WEEK 1 - Chapter 1 Introduction to Physical Anthropology

1/28/2013 Monday

- Introduction to course, syllabus, and classroom introductions
- Key terms in anthropology
- Introduction to Anthropology: The four-field approach

1/30/2013 Wednesday (Summary 1 due)

- Applied anthropology
- Physical anthropology
- The scientific method

HEREDITY AND EVOLUTION

WEEK 2 - Chapter 2 The Development of Evolutionary Theory

2/4/2013 Monday

- Bones of the day: The Skull
- Charles Darwin and natural selection
- The scientific revolution
- Precursors to the theory of evolution (*Linnaeus, Buffon, Lamarck, Lyell, Malthus, and Cuvier*)

2/6/2013 Wednesday (Summary 2 due)

- Bones of the day: The Axial System
- The discovery of natural selection
- How natural selection works
- Alfred Russell Wallace
- Opposition to evolution today

WEEK 3 - Chapter 3 The Biological Basis of Life

2/11/2013 Monday

- Bones of the day: The Appendicular Skeleton
- Introduction to cells and the structure of DNA
- DNA replication and protein synthesis
- Classroom Activity: DNA Exercise

2/13/2013 Wednesday (Summary 3 due)

- Bones of the day: The human skeleton exercise (20 points)
- Genes and chromosomes, what are they?
- Cell division (meiosis and mitosis)

WEEK 4 - Chapter 4 Heredity and Evolution

2/18/2013 Monday **PRISIDENTS DAY: CAMPUS CLOSED** (No School)

2/20/2013 Wednesday (Summary 4 due, **Test 1** on Chapters 1, 2, and 3, and human skeleton exam)

- Gregor Mendel (Principle of Segregation & Principle of Independent Assortment)
- Mendelian inheritance in humans
- Patterns in Mendelian inheritance
- Modern evolutionary theory
- Factors that produce and redistribute variation
- Natural selection is directional and acts on variation

WEEK 5 - Chapter 5 Macroevolution: Processes of Vertebrate and Mammalian Evolution

2/25/2013 Monday

- The human place in the organic world
- Principles of classification
- Definition of species
- What are fossils and how do they form?

2/27/2013 Wednesday (Summary 5 due)

- Vertebrate evolutionary history: A brief summary
- Mammalian evolution
- The emergence of major mammalian groups

PRIMATES

WEEK 6 - Chapter 6 Survey of the Living Primates

3/4/2013 Monday

- Prime characteristics
- Prime adaptations
- Geographic distribution and habitats

3/6/2013 Wednesday (Summary 6 due)

- Primate classification
- A survey of the living primates
- Endangered primates

WEEK 7 - Chapter 7 Primate Behaviors

3/11/2013 Monday (Test 2 on Chapters 4, 5, and 6)

- Primate field studies
- The evolution of behavior
- Sympatric species

3/13/2013 Wednesday (Summary 7 due)

- Primate social behavior
- Reproduction and reproductive behavior
- Mothers, fathers, and infants
- Video: Backstage in the Wild - Yale Insights into Chimpanzee

WEEK 8 - Chapter 8 Primate Models for the Evolution of Human Behavior

3/18/2013 Monday

- Human origins and behavior
- Brain and body size
- The evolution of language

3/20/2013 Wednesday (Summary 8 due)

- Primate cultural behavior and aggression
- Pro-social behaviors: Affiliation, altruism, and cooperation
- Video: Gorillas... 98.6% Human

WEEK 9 - SPRING BREAK: CAMPUS CLOSED (No school)

3/25/2013 Monday

3/27/2013 Wednesday

WEEK 10 - Chapter 9 Overview of the Fossil Primates

4/1/2013 Monday

- Background to primate evolution: Late Mesozoic
- Primate origins
- Made to Order: Archaic primates

4/3/2013 Wednesday (Summary 9 due, guest lecturer)

- Eocene primates
- Oligocene primates
- Miocene primates

HOMININ EVOLUTION

WEEK 11 - Chapter 10 Paleoanthropology: Reconstructing Early Hominin Behavior and Ecology

4/8/2013 Monday (Test 3 on Chapters 7, 8, and 9)

- What is a Hominin?
- The strategy of paleoanthropology
- Paleoanthropology in Olduvai Gorge
- Dating methods

4/10/2013 Wednesday (Summary 10 due)

- Excavations at Olduvai Gorge
- Experimental archaeology
- Reconstruction of early hominin environments and behavior
- Video: Arizona State University Becoming Human

WEEK 12 - Chapter 11 Hominin Origins in Africa*

4/15/2013 Monday

- The bipedal adaption
- Early hominins from Africa

4/17/2013 Wednesday (Summary 11 due)

- Early hominins from Africa cont.
- Interpretations: What does it all mean?
- Seeing the big picture: Adaptive patterns of early African hominins

WEEK 13 - Chapter 12 The First Dispersal of the Genus *Homo*: *Homo erectus* and Contemporaries*

4/22/2013 Monday

- A new kind of hominin
- The morphology of *homo erectus*
- The first *homo erectus*: *Homo erectus* from Africa
- Who were the first earliest African emigrants?

4/24/2013 Wednesday (Summary 12 due)

- *Homo erectus* from Indonesia
- *Homo erectus* from China
- Asian and African *homo erectus*: A comparison
- Technological trends in *homo erectus*

WEEK 14 - Chapter 13 Pre-modern Humans*

4/29/2013 Monday

- Video: Judgment Day - Intelligent Design On Trial (creationism vs. evolution)

5/1/2013 Wednesday (Summary 13 due, and Test 4 on Chapters 10, 11, and 12)

- Video: Judgment Day - Intelligent Design On Trial (creationism vs. evolution) cont.
- When, where, and what?
- Pre-modern humans of the Middle Pleistocene
- Neandertals: Pre-modern humans of the Late Pleistocene
- Culture of neandertals

* Lectures to be aided by the use of skeleton casts. **YOU WILL NOT** want to miss class; this material is important and engaging.

WEEK 15 - Chapter 14 The Origin and Dispersal of Modern Humans*

5/6/2013 Monday

- Approaches to understanding modern human origins
- The earliest discoveries of modern humans
- Something new and different: "The little people".

5/8/2013 Wednesday (Summary 14 due)

- Something new and different: "The little people" cont.
- Technology and art in the Upper Paleolithic
- Summary of Upper Paleolithic culture
- Video: Neanderthal - A Discovery Channel Production

CONTEMPORARY HUMAN EVOLUTION

WEEK 16 - Chapter 15 Modern Human Biology: Patterns of Variation

5/13/2013 Monday

- Video: Neanderthal - A Discovery Channel Production cont.
- The concept of race
- The adaptive significance of human variation
- Infectious diseases

5/15/2013 Wednesday (Summary 15 due)

- Fundamentals of human growth and development
- Nutritional effects on growth, development, and later-life health
- Other factors affecting growth and development: genes, environment, and hormones
- Video: Solutreans: "The first Americans"

WEEK 17 - Finals Week! (Test 5)

5/20/2013 Monday

- Schedule to be announced

5/22/2013 Wednesday

- Schedule to be announced

COURSE GRADING SCALE AND POINTS BREAKDOWN

Academic Tasks		Possible Points
Chapter Summaries (15)*	x10	150
Tests (5)	x25	125
Human Skeleton Assignment & Exam		40
DNA Exercise		20
Classroom Participation		100

Total Class Points **435**

* See Chapter Summary Instructions and Layout Sheet on page 7.

EXTRA CREDIT 3-4 page, double-spaced, informative paper on the anatomical differences between apes and australopithecines, or any of the different species of the human line. A minimum of two must be written about in order to compare and contrast. 25 points possible, **due May 8, 2013, no exceptions!**

CLASSROOM ETIQUETTE

1. Engage your classmates through dialogue and intellectual conversations; though be respectful and mindful of people's social identities, gender, age, and physical disabilities. As a general rule, do not swear or use profanity in any academic setting.
2. Please have all of your electronic devices turned off. It is also recommended that you keep your valuable (expensive) gadgets out of public view – theft does occur. Do not walk into class late with your headphones on and the music turned up; this is a major distraction for everyone. If late, walk in quietly, books in hand, and ready to learn.
3. **ABSOLUTELY NO TEXTING DURING CLASS.** You will be asked to put your phones away during class if this behavior is observed. Please do this during breaks only.
4. When asking a question raise your hand. No shouting or talking out loud. Refer to the instructor as "Instructor Garcia," "Mr. Garcia," "Professor Garcia," or "*Profe*," is fine also.
5. When emailing ANY instructor, myself included, be professional and clear in your message. "Hey what's up professor?" will not get you a timely response.
6. For this class, laptops for taking notes will not be allowed. THEY ARE a distraction for everyone, including the instructor. As an alternative, lectures can be voice recorded.
7. Assert yourself politely in class. Greet your classmates with "Good morning, how are you?" Give yourself time throughout the day to eat healthy, complete homework, and prepare for class.
8. Practice good hygiene; remember that the classroom is a *shared* space of learning. Arriving to class under the influence of drugs or alcohol is prohibited; **REMAIN** home, for your own safety and the safety of others.

What do you as a student receive in return? A passionate instructor knowledgeable in the disciplines of Mexican culture and history, Mexican-American history, and the four-fields of Anthropology. You will learn in my class, you will be challenged to think beyond the norm, and you will do so with new material. My goal is to aid your learning, teach you, bring out the best in you, and prepare you for what is a long but rewarding educational experience. **See my Teaching Philosophy** (Page 8).

Chapter Summary Instructions and Layout Sheet

(Anthropology 101: Introduction to Physical Anthropology CRN - 30232, 30252 /
Anthropology 102: Introduction to Cultural Anthropology CRN - 30236)

INSTRUCTIONS Include the following two areas in your chapter summary: (1) summary of the reading you choose from the chapter—identifying three important points; and (2) what is your critical opinion of the reading. For example, discuss the elements of the reading that you believe were important and why, information that was not well supported, or areas you felt were lacking content or missing information. Explain your opinion by using examples from the reading.

LAYOUT Your chapter summary should be: (1) written in twelve point font; (2) the header (name and date) single-spaced and the text double-spaced; (3) broken up into paragraphs: introduction, body, and conclusion; (4) be no longer than a page or 250 to 300 words; (6) be free of major grammar and spelling errors. Use your software spellchecker during and after you complete writing the assignment.

GRADING You will be graded on clarity and content. You may write this assignment as opposed to typing it out, however please be neat (practice good penmanship) and follow the format below. Chapter summaries not following the above instructions will be significantly marked below satisfactory level.

EXAMPLE

Miriam J. Garcia
January 30, 2013
Anthropology 102: Introduction to Cultural Anthropology

SUMMARY 1 PAGE'S 23-25

Paragraph 1

In this paper, I summarize the content from pages 23-25_____.

Paragraph 2

Three main points of this reading include (1) _____ (2) _____ (3) _____.

Paragraph 3

My critical opinion of the reading is _____.

Teaching Philosophy I bring with me into the classroom professionalism, vast academic familiarity, cultural awareness, and creative methods of instruction. I strive to introduce new topics within the humanities and the social sciences, while recognizing the contributions of students. My primary purpose is to help students to achieve their academic and career goals in order to enrich their lives. I do so through teaching and lecturing, aided by the use of music, visuals, websites, and multimedia technology.

My style in the classroom bridges astute organization, preparation, and I possess the skills necessary to deliver well thought out lesson plans. Well groomed and well dressed, I speak in a confident voice, lecture enthusiastically, and build rapport with my students almost immediately. I am sensitive to the age differences, gender, and diverse social and ethnic identities sitting before me. I advise, teach, and mentor all students that come before me, regardless of their social, religious, political, and sexual orientation. I encourage and challenge all students to: (1) recognize the historical and personal events that have shaped their thinking; (2) read, write, create, and learn beyond the given; and (3) pursue their academic and career goals relentlessly until one day they will achieve their dreams.

A first generation Mexican-American, I am culturally diverse, identifying with two national identities, and I am conversant in the history of both Mexico and the United States. This background allows me to relate well to a diverse group of students. In the classroom, I not only respond to the academic needs of the student body, but also understand further the social barriers that can impede their personal development. Violence, hardship, disease, and illness are not only national dilemmas, but also human conditions that require solutions through education, counseling, and modern medicine, and not solely by force, aggression, or political tampering between people, groups, and nations.

An anthropologist by training, I am invested in studying the human experience in its most unique context. I am familiar with the underlining social, religious, economic, and political themes that define complex cultures both ancient and modern. To ask questions and arrive at solutions I pull from my knowledge of the human body and its environment, the interpretation of cultural remains (artifacts), the use of language, and the observation of people's behavior. In the classroom, my lectures, activities, tests, and presentations challenge students to think critically about society, and encourage the student to describe their personal histories as contributions.

Within teaching, I strongly believe that teachers who actively research topics within their discipline benefit by developing new ideas and teaching material. As an active researcher, I strive to include new information within my lesson plans, in addition to fundamental concepts and historical facts. This allows me to learn from my students, and, in the process, allows students a teaching space of their own. My research is concerned with the social identities, religious, and economic activities of the non-elite, primarily during Mesoamerica's Formative period (1400–900 BC), an ancient Middle American period of the New World. In turn, I compare and contrast the human experience of yesterday with today, to help solve contemporary problems within our society.

My teaching philosophy ultimately stems from a desire to impact the lives of students and their families. Subsequently, my Mexican-American background allows me to identify with the struggles, victories, and passions of a diverse student body. Coupled with my research experiences, I strive to introduce new teaching materials and creative methods of learning every time I enter a classroom setting. I am an educator first, a researcher second, and an academic administrator third. Thereby, I invest my energy in the classroom, for the students, and for the academic and career goals set by the students themselves.

Santiago Andres Garcia, MA

Updated October 25, 2011