SYLLABUS

DATE OF LAST REVIEW: 02/11/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Introduction to Physical Anthropology
COURSE NUMBER: ANTH 102
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
PREREQUISITES(S): None

EMAIL: KCKCC-issued email accounts are the official means for electronically communicating with our students.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course introduces the student to basic concepts in physical anthropology. Anthropological theory, human genetics, vertebrate evolution, primate evolution and social behavior, and human evolution, behavior, variation and adaptation are surveyed through cross species examples and comparative analysis. Attention is given to career opportunities available to students within the field of biological anthropology.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:

I. Physical Anthropology
   A. The History of Anthropology.
   B. Fields of Anthropology
      1. Cultural Anthropology
      2. Physical Anthropology
      3. Archaeology
      4. Linguistics
      5. Applied Anthropology
   C. Physical Anthropology
      1. Human Evolution
      2. Human Variation
   D. Evolution, Species, and Populations
      1. Natural selection
      2. Sources of variability
      3. Speciation
      4. Evolution in modern populations
   E. Evolutionary Record
      1. Early evolutionary history
      2. Taxonomy
   F. Primates
      1. Physical features of Primate
      2. Social behavior
   G. Human Evolution and Hominoids.
      1. Australopithecines
      2. The Genus Homo
      3. Human Biology and Variation
   H. The Human Life Cycle: Human Biology, Growth, and Adaptability
      1. Human Adaptability to Environment
      2. Modern Life and Human Evolution
   I. The Modern Human Condition in Evolutionary Perspective: Applied Biological Anthropology
      1. Applied Biological Anthropology
      2. Evolutionary Medicine
      3. Biological Anthropology, Human Ecology, and Quality of Life

EXPECTED LEARNER OUTCOMES:

A. The student will have an understanding of the evolutionary history of species.
B. The student will have an understanding of natural selection as the main process that increases the frequency of adaptive traits over time.
C. The student will have an understanding of primate evolution.
D. The student will have an understanding of the evolution of hominoid and human behavior.
E. The student will have an understanding of the major physical changes of the genus ‘Homo.’
F. The student will have an understanding of human adaptability to their particular environment.
G. The student will have an understanding of how new species are formed.
H. The student will have an understanding of the stages of vertebrate evolution.

COURSE COMPETENCIES:

The student will have an understanding of the evolutionary history of species.
1. Students will be able to master the physical perspective in anthropology including a familiarity with the foci of physical anthropological study.
2. Students will be able to become well versed in the vocabulary of physical anthropology.
3. Students will able to reconstruct the evolutionary history of species.

The student will have an understanding of natural selection as the main process that increases the frequency of adaptive traits over time.
4. Students will be able to demonstrate knowledge of DNA
5. Students will be able to describe the principles of Darwin's Theory of Evolution.
6. Students will be able to explain the theory of mutation and sexual reproduction.
7. Students will be able to explain how individuals within populations vary in physical makeup.

The student will have an understanding of primate evolution.
8. Students will demonstrate an introductory level of understanding of Hardy-Weinberg Equilibrium and Population Genetics.
9. Students will be able to map the first and second primate radiations.
10. Students will be able to detail prosimian behavior and social organization.
11. Students will be able to trace the third primate radiation and the origin and evolution of monkeys.
12. Students will be able to explain the advantages of group living among prosimians.
13. Students will be able to differentiate between the relationship between reproductive strategies and foraging and feeding needs of primates.
14. Students will be able to explain the mother-infant bond in primates.
15. Students will be able to explain the human social behavior traits in the Great Apes.

The student will have an understanding of the evolution of hominoid and human behavior.
16. Students will be able to explain how new species are formed.
17. Students will be able to characterize homologous structures, chordate structures and vertebrate structures.
18. Students will be able to demonstrate the significance of human brain evolution and its effect on human behavior.

19. Students will be able to recall the chronological evolution of Apes, Proconsulids and the earliest Hominoids.

20. Students will be able to trace the evolution of apes in Eurasia and the evolutionary relationships among Hominoids.

21. Students will be able to define Hominidae and be able to explain the appearance and fossil record associated with Australopithecines.

22. Students will be able to delineate the major physical change in hominoid evolution that lead to Homo habilis.

*The student will have an understanding of the major physical changes of the genus ‘Homo.’*

23. Students will be able to explain the relationship between stone tools and the development of homo erectus and homo sapiens.

*The student will have an understanding of human adaptability to their particular environment.*

24. Students will be able to state the reasons for human genetic variation.

25. Students will be able to characterize human adaptability to the environment.

26. Students will be able to list the premises and goals of applied physical anthropology.

27. Students will be able to link biomedical anthropology, evolutionary medicine, and human ecology as the basis for the quality of human life through human history.

*The student will have an understanding of how new species are formed.*

28. Students will be able to measure human variation and determine the effect of geographic isolation on this phenomena.

*The student will have an understanding of the stages of vertebrate evolution.*

29. Students will be able to trace population relatedness using genetic markers.

30. Students will be able to demonstrate the nutritional and dietary aspects of adaptation.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress will be evaluated through a combination of participation in classroom discussions, objective examinations, and written assignments.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, Room 3354 or call 913-288-7670.
Kansas City Kansas Community College
21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.