

Mary Hardy, Adjunct Assistant Professor  
Office hours: Thursdays, 7:00-8:00 pm, Pacific Standard Time  
Email: [hardymp@wlac.edu](mailto:hardymp@wlac.edu)

When you'd like to contact me, please use the Private Message (PM) email feature in our on-line course. From the left hand menu, click on "Discussions and Private Messages." Then click on "Private Messages" at the top.

## **Course Description**

In this 8-week accelerated introductory course we explore major topics in biological anthropology, focusing on human biological evolution. We will cover the following topics: heredity; mechanisms of evolutionary change; the evolution of human biological universals; the construction of human evolutionary lineages, using available data from genetics, the fossil record, and living nonhuman primates; human biological variation and adaptation; perspectives on race and racism; and the effects of human bio-cultural success on biodiversity.

## **Course Goals**

- To learn how to interpret and assess theories, hypotheses, and data in biological anthropology
- To recognize and appreciate human biological universals and variation
- To bolster critical thinking skills
- To improve written and oral communication skills

## **Course Student Learning Outcomes**

1. differentiate anthropology from other disciplines
2. explain how the scientific method is the foundation for anthropological understanding
3. explain evolution and the process of natural selection
4. illustrate the process of natural selection
5. express the applications and limitations of natural selection
6. explain how hereditary traits are transferred between generations
7. discuss the development and function of DNA from micro and macro levels
8. list characteristics shared by all primates
9. identify human's place in the order Primates
10. model primate behavior and apply to the fossil record
11. appreciate how humans vary biologically in various environments
12. realize the significance of the gaps in the fossil record
13. identify hominoid and hominid characteristics
14. identify primitive and derived characteristics
15. explain observed change and adaptation
16. explain both physical and cultural evolution of hominids
17. understand the data used to interpret relationships of fossil hominids to modern humans
18. interpret fossil material in relationship to human evolution

19. illustrate human adaptation to local environments
20. use the concept of race as a social construct
21. apply anthropological concepts to modern human populations

The course will focus on the following institutional *Student Learning Outcomes*:

**A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.** Students will apply critical thinking to investigate and interpret the influences of heredity and environment on human beings. For example, students will learn Darwin’s postulates concerning natural selection and relate these to examples in nature.

**G. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.** Students will participate in activities designed to elicit discussion and understanding of human biological diversity. For example, students will participate in classroom exercises, which demonstrate why dividing humans into racial subgroups is not biologically viable.

### **Classroom Decorum and Academic Integrity**

- Please interact respectfully with all members of the class
- Cite any outside sources you consult to prepare written and oral work. I will assign zero points to plagiarized work and/or exams involving any other form of cheating and report instances to College administrators.
- Adhere to the WLAC Standards of Student Conduct (published in the College Catalog and the Schedule of Classes).

### **Course Requirements**

	<u>Points</u>
Fourteen on-line quizzes on reading (mc, true/false, short answer).....	140
Eight Required Discussions.....	80
Two Web-based Exercises.....	100
Total.....	320

Your final grade will be determined by dividing your total points by 320. 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F. I cannot give incomplete final grades in this class.

**On-line Quizzes** - You may take as long as you wish to complete on-line quizzes, but they must be completed by the dates and times listed on this syllabus. As long as the due date has not passed, you may stop and start quizzes as many times as you wish. However, please be aware that if you click on “Finish,” even accidentally, you will be submitting your answers for grading and cannot go back and make changes. Moreover, if you have not clicked on “Finish” by the due date/time, you will be locked out of the quiz and the system will give you a zero. I cannot offer redo or makeup quizzes. Please do not click on “Finish” until you are absolutely certain you are finished.

## **Discussions**

Three categories of discussions are available for student participation. All discussions can be accessed from the left hand menu in our class site. Click on “Discussions and Private Messages” to see two ‘Main’ discussion categories, “Required Class Discussions” & “Comments and Questions” and one ‘Other’ category, “Student Lounge.”

1) “**Required Class Discussions**” is the place for you to participate in eight graded class discussions on topics posed by me, covering readings, modules, and videos. This forum allows us to interact and build a community of scholars. To earn up to 10 points each week you will need to participate in the following discussions by the due dates:

**Discussion A:** post a thoughtful reply to my query, following the directions I provide ***no later than Saturday at 2:00 pm PST***. I suggest writing your response in a word processing program and then pasting your answer into the appropriate textbox for submission. Please adjust your margins to fit in the text box (i.e., left = standard; right = 2.5 inches). (worth 7 points each)

**Discussion B:** in a separate submission, comment on a classmate’s response ***no later than Sunday at 2:00 pm PST***. You may reply to questions posed, reflect on, and/or agree or disagree with a classmate’s comments. Please always be respectful and polite. Back up your position with data. For example, if you agree with someone’s commentary, explain why and add to the strength of the student’s remarks, or provide a new wrinkle on a theme, by offering new corroborating or confounding information. (worth 3 points each – Please note: you will not earn all 3 points by writing, “I agree!” or “Great idea!”)

Submit both your response to my original question and your reply to a student’s comment by the due dates. **After Sunday at 2:00 pm, the discussion will be locked, submissions cannot be accepted, and no points can be awarded.** If you wish to engage in a more extended dialogue with others, feel free. (For example, you may want to respond to a person’s comments on your original submission.) After I grade each set, be sure to return to your discussion to read my remarks.

2) “**Comments and Questions**” is a place for you to ask questions about or comment on course logistics and content. Please use this forum to ask all class questions (with the exception of those related to your grades or other private matters, which should be sent to me using a Private

Message). This will allow others to benefit from your questions and comments and to contribute responses.

**3) “Student Lounge”** provides you with a forum to chat amongst yourselves about the course and other topics of interest. Please be aware that I may lurk in the lounge on occasion, though I do not plan to participate actively.

### **Web-Based Exercises**

Detailed instructions will be provided in Modules and "Assignments, Tests, and Surveys"

### **Notice from the Office of Special Programs and Services**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disabled Students Programs and Services located in HLRC-1. For information, contact DSP&S at (310) 287-4450 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

### **Required Text**

Jurmain, Robert, Lynn Kilgore, and Wenda Trevethan. (2013). *Essentials of Physical Anthropology. Ninth Edition.* Belmont, CA: Wadsworth, Cengage.

The text is available to rent and purchase at West’s bookstore and on 2-hour reserve at the library. For West’s on-line bookstore, go to [www.wlac.edu](http://www.wlac.edu), click on “Services,” scroll down to “Bookstore” and follow the links. You may also rent the text on-line at [www.coursesmart.com](http://www.coursesmart.com).

I may also post supplemental required reading for discussions.

**General Course Outline.** A rough course outline keyed to our text, quizzes and exam dates follows. Even if you are absent, you are responsible for knowing of any changes announced in class. You are also responsible for managing your class enrollment.

### **Week 1 (8/26-9/1)**

**Reading:** Jurmain, et al, Chapter 1: Introduction to Physical Anthropology

#### **Module 1**

**Discussion 1a: due by Sat, 8/31, at 2 pm PST**

**Discussion 1b: due by Sun, 9/1, at 2 pm PST**

**Quiz 1: Due 9/1 by 11:59 pm**

**Warning: If you do not post a discussion you will be dropped from the class.**

**8/30 is the last day to: 1) drop without a fee/W; 2) file pass/no pass**

**Week 2 (9/2-9/8)**

**Reading:** Jurmain, et al, Chapter 2: The Development of Evolutionary Theory

Jurmain, et al, Chapter 3: The Biological Basis of Life

**Modules 2 & 3**

**Discussion 2a: due by Sat, 9/7, at 2 pm PST**

**Discussion 2b: due by Sun, 9/8, at 2 pm PST**

**Quizzes 2 and 3: Due 9/8, by 11:59 pm**

**Week 3 (9/9-9/15)**

**Reading:** Jurmain, et al, Chapter 4: Heredity and Evolution

Jurmain, et al, Chapter 5: Processes of Macroevolution

**Modules 4 & 5**

**Discussion 3a: due by Sat, 9/14, at 2 pm PST**

**Discussion 3b: due by Sun, 9/15, at 2 pm PST**

**Quizzes 4 and 5: Due 9/15, by 11:59 pm**

**Week 4 (9/16-9/22)**

**Reading:** Jurmain, et al, Chapter 12: Human Variation and Adaptation

**Module 12**

**Discussion 4a: due by Sat, 9/21, at 2 pm PST**

**Discussion 4b: due by Sun, 9/22, at 2 pm PST**

**Quiz 12: Due 9/22, by 11:59 pm**

**Web-based Exercise #1: Due 9/22, by 11:59 pm**

**Week 5 (9/23-9/29)**

**Reading:** Jurmain, et al, Chapter 6: An Overview of the Primates

Jurmain, et al, Chapter 7: Primate Behavior

**Modules 6 & 7**

**Discussion 5a: due by Sat, 9/28, at 2 pm PST**

**Discussion 5b: due by Sun, 9/29, at 2 pm PST**

**Quizzes 6 and 7: Due 9/29, by 11:59 pm**

10/4 is the last day to drop with a "W" online

**Week 6 (9/30-10/6)**

**Reading:** Jurmain, et al, Chapter 8: Primate and Hominin Origins

Jurmain, et al, Chapter 9: The First Dispersal of Genus *Homo*

**Module 8 and 9**

**Discussion 6a: due by Sat, 10/5, at 2 pm PST**

**Discussion 6b: due by Sun, 10/6, at 2 pm PST**

**Quizzes 8 and 9: Due 10/6, by 11:59 pm**

**Web-based Exercise #2: Due 10/6, by 11:59 pm**

**Week 7 (10/7-10/13)**

**Reading:** Jurmain, et al, Chapter 10: Premodern Humans

Jurmain, et al, Chapter 11: The Origins and Dispersal of Modern Humans

**Module 10 and 11**

**Discussion 7a: due by Sat, 10/12, at 2 pm PST**

**Discussion 7b: due by Sun, 10/13, at 2 pm PST**

**Quizzes 10 and 11: Due 10/13, by 11:59 pm**

**Week 8 (10/14-10/20)**

**Reading:** Jurmain, et al, Chapter 13: Legacies of Human Evolutionary History

Jurmain, et al, Chapter 14: The Human Disconnection

**Modules 13 and 14**

**Discussion 8a: due by Sat, 10/19, at 2 pm PST**

**Discussion 8b: due by Sun, 10/20, at 2 pm PST**

**Quizzes 13 and 14: Due 10/20, by 11:59 pm**