

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: ANTH 215	Course Title: Human Origins	
Number of Units: __3__		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Anthropology Department	Email: bbade@csusm.edu	Submission Date: 11-22-14

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

<u>Bonnie Bade</u> <u>11-22-14</u>		<u>Bonnie Bade</u> <u>11-22-14</u>	
Course Proposer Date		Department Chair date	
<i>Please note that the department will be required to report assessment data to the GEC annually. <u>BB</u></i>			
			<i>DC Initial</i>
	Support Do not support*	Support Do not support*	
_____	<input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/> <input type="checkbox"/>
Library Faculty Date		Impacted Discipline Chair Date	
	Support Do not Support*	Approve Do not Approve	
_____	<input type="checkbox"/> <input type="checkbox"/>	_____	<input type="checkbox"/> <input type="checkbox"/>
Impacted Discipline Date		GEC Chair Date	
Chair			

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

From: Melanie Chu <mchu@csusm.edu>
Date: Wed, 10 Dec 2014 17:43:45 -0800
To: Bonnie Bade <bbade@csusm.edu>
Subject: Re: ANTH 200,215

Hi Bonnie,

Just following up to confirm – I am signing off on these two courses via email.

Sincerely,
Melanie

Melanie Chu, Outreach Librarian
California State University San Marcos
mchu@csusm.edu / KEL 3426 / 760.750.4378

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Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Assigned readings, lectures, and discussion focused on development of research questions surrounding human evolution, critical analysis of data sources and methods of data collection, and use of genetic modeling (mathematics), morphological comparison, and thorough review of published literature to discuss and formulate hypotheses about human evolution.	Through the five written assignments, readings and lectures, for each topic, students read about and apply social scientific theories, with a specific focus on primate behavioral characteristics such as grooming and social organization, to understand the forces behind human evolution and the discipline of biological anthropology
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Lectures and readings focus on gender variation, social hierarchies, and social organization of primate and human societies.	Through the five written assignments, readings and lectures students will evaluate existing literatures, both biological and anthropological, based on research methods, data collection and data analysis as it relates to gender variation, social stratification, and global diaspora.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Technology is a central focus of the class and readings and lectures focus on human evolution expressed through development of specific technologies, tool use, language, non-verbal communications, social organizations, and the development of awareness of the self as evidence of intellectual development.	Through the five written assignments, readings and lectures students examine and relate the landmark biological and social developments that characterize primates, proto-humans, and humans. At the same time students critically analyze data sources, methods of research, and data collection to provide critical analysis of existing writings and research.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Lectures, readings and in-class discussion on the development of biological anthropology and its relationship to genetics, sociology, and changing political contexts.	One of the written papers deals with the origin of the discipline of biological anthropology and its inherently interdisciplinary nature, asking students to draw from resources of various disciplines to discuss human evolution and compare disciplinary approaches.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Research papers and exams throughout the semester give students the opportunity to practice these skills.	Students submit written research notes on readings and course topics, write critically on exams addressing key course concepts, and write formal papers based on comparative literature research. Student work is graded both on content and form.

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<p>Students will think critically and analytically about an issue, idea or problem. (critical thinking)</p>	<p>In class discussions, exams, and research assignments are designed to encourage students to think critically about specific questions related human evolution, primate characteristics, and paleoanthropology with the goal of discovering potential areas where data or methods may be misleading..</p>	<p>One of the research papers focuses on what sorts of data and methods of research can be used to make hypotheses about human evolution and how other data sources and methods may lead researchers to faulty conclusions.</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>During the first weeks of the course a research librarian visits the class to explain literature research methods and resources related to human evolution. In addition, students are taught in class how to conduct literature research, formulate hypotheses, analyze data, and write up results.</p>	<p>Exams and research assignments that result in papers that have employed literature research, clearly state a hypothesis, and answer a research question using interdisciplinary and physical anthropological data.</p>

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Diversity is fundamental to evolution and is explored in its biological, cultural, environmental and linguistic expressions.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>The study of human evolution involves a global perspective as evidence, research, and researchers are localized in all corners of the world and data must be shared in order to publish conclusions.</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Five research assignments with bibliographies of 2-3 pages each. Essay questions on exams.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of all written assignments, including detailed commentary from professor (use TurnItIn to allow detailed comments and editing on all written assignments).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Course readings and research assignments include key books and articles in the fields of anthropology, biological anthropology, biology, linguistics, and genetics and other topics that must be utilized in final papers.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Research assignments, exams and a presentation in class by research librarian (Melanie Chu presents in class every semester).

ANTH 215 Human Origins

Syllabus

Course Description: Course offers an introduction to human origins from the perspective of physical anthropology. A premise of the course is that human form and human behavior have evolved together and neither can be fully understood or appreciated without a full understanding of the other. Topics to be covered include the geologic time frame, evolutionary theory, and the evolution of primates, hominids, and modern humans as evidenced by fossil remains, specific sites, genetic research and artifacts.

Student Learning Objectives: Over the course of the semester, we will be covering several different aspects of human biocultural development. By the end of the course students will be able to:

- Describe the principles behind evolutionary theory
- Explain the use of fossil, archaeological and genetic evidence behind human evolutionary origins
- Articulate characteristics underlying human adaptation and behavior
- Use the current understanding of human genetics as evidence of human origins
- Describe the forces behind evolution
- Recognize non-human primate behaviors and organization
- Know human physical and behavioral characteristics
- Understand human biological variation
- Articulate the interaction of human biology and culture
- Describe and critically apply social science theories and methods to problems related to human origins, including the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis
- Outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments
- Explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems
- Develop reading, writing, and critical thinking skills

Date	Topic	Readings, Assignments, Due Dates, and Exams
Week 1	Introduction What is anthropology?	Begin Chapter 1, Relethford
Week 2	Biology, culture and evolution Genetics	Chapters 1 & 2, Relethford
Week 3	Genetics and evolution	Chapters 2 & 3, Relethford Hand in Annual Editions paper #1
Week 4	Evolution continued	Chapter 3, Relethford
Week 5	Species classification	Chapter 4, Relethford
Week 6	FIRST EXAM Primates	Chapter 5, Relethford
Week 7	Primates continued Human physical characteristics	Chapters 6 & 7, Relethford Hand in Annual Editions paper #2
Week 8	Human chars. continued Paleoanthropology	Chapter 8, Relethford
Week 9	Primate origins	Chapter 9, Relethford
Week 10	Early human evolution	Chapter 10, Relethford Hand in Annual Editions paper #3
Week 11	SECOND EXAM The evolution of <i>Homo</i>	Chapter 11, Relethford
Week 12	Archaic humans Modern human origins	Chapters 12 & 13, Relethford Hand in Annual Editions paper #4
Week 13	Human variation and recent microevolution	Chapters 14 & 15, Relethford
Week 14	THANKSGIVING WEEK	NO CLASS
Week 15	Humans and natural selection Human adaptation	Chapter 16 & 17, Relethford Hand in Annual Editions paper #5
Week 16	FINAL EXAM	

Course Structure and Requirements: This course will be based primarily on lectures, videos, readings, in-class discussions, analytical assignments and essays. It is important to complete the readings before they are to be discussed in class. The readings will both complement the lectures, and form the basis of discussion groups, papers, and presentations. If you feel you are having trouble understanding the material or keeping up, please contact the professor, who is happy to work with you to resolve any problems or difficulties.

Exams: There are three exams over the course of the semester. Each will be worth 50 points. The exams include multiple choice, short answer, matching, and essay questions. There will not be make-ups for exams except in the case of extreme emergencies, such as a death in the family or an injury or illness requiring a doctor's care. You must provide documentation of the emergency (e.g. a tow-truck bill in the case of an auto emergency). If you do have an emergency, please contact the professor as soon as possible so alternative arrangements can be made. If you do not do so in a timely fashion, you cannot make up the exam.

Assignments: Writing assignments based on readings in *Annual Editions* take place throughout the semester. You will be required to turn in five 2-3 page papers that answer questions based on selected readings from the book. The papers will be due one week after the reading and critical questions are assigned. There will be five assignments worth 20 points each. The professor will discuss these exercises further in class, and provide handouts with critical questions to help guide your reading and writing. These assignments satisfy the general education course writing requirement of ten pages.

Grading: Grades are based on the percentage of total points accumulated on exams and assignments. Grades are based on the following percentages:

93 – 100%	A	80 – 82.9%	B-	63 – 66.9%	D
90-92.9%	A-	77 – 79.9%	C+	60 – 62.9%	D-
87 – 89.9%	B+	70 – 77.9%	C	below 60%	F
83 – 86.9%	B	67 – 69.9%	D+		

Required Textbooks

Relethford, John. 2013. *The Human Species: An Introduction to Biological Anthropology*. 9th edition. Boston: McGraw-Hill.

Angeloni, Elvio. 2014. *Annual Editions: Physical Anthropology 14/15*. Boston: McGraw-Hill.

Cougar Courses:

Cougar Courses will be vital for communication and updates over the course of the semester. This is where you will find assignment instructions, grades, due dates, exam dates, changes in the syllabus, etc. It is *highly* recommended that you check Cougar Courses daily for new postings and the most current course information.

Students with Special Needs:

If for any reason (temporary or permanent, learning or physical disability, etc.) you feel this course will present difficulties for you, or that you will need some type of accommodation(s) in order to participate fully in this course, please feel free to discuss your concerns in private with me. Additionally, it is recommended that you contact Student Disability Services. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m.

DSS contact information:

Phone: (760) 750-4905 or (760) 750-4909 (TTY).

Email: dss@csusm.edu.

Academic Integrity:

Academic misconduct is defined as, “any act that does or could improperly distort student grades or other academic records”. Actions and/or behavior of these, or other, types will not be tolerated in this course. *Make sure that your work is original*. Plagiarism comes from a Latin word that means to “kidnap” (wadsworth.com). If you use someone else’s work without proper citation you are “kidnapping” their ideas and hard work. If you are "suspected" of any form of academic misconduct, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.

- Do not turn in the same paper for two different classes.
- I take a zero-tolerance position towards academic misconduct, plagiarism and cheating. A first time offense will result in an immediate “F.”
- Information on California State University San Marcos’ Academic Integrity policy can be found at <http://www.csusm.edu/sll/hazing/studconduct.html> - Academic Dishonesty

