

Sharon Gill

Digitally signed by Sharon Gill
DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US
Date: 2011.02.16 12:49:39 -0500

General Education Course Submission Form

Date of Submission: 8/5/10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input checked="" type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Anthropology

Course Prefix and Number: ANT 230 Credit hours: 3

Course Title: Introduction to Biological Anthropology

Expected Number of Students per Section: 90 Course Required for Majors in your Program? Yes

Prerequisite(s) for Course? None

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Deborah L. Crooks Email: dlcrooks@uky.edu

Office Address: 211 Lafferty Hall Phone: 257-4654

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 9/30/10

Dean: Anna R. K. Bosch  Date: 10/5/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

SIGNATURE ROUTING LOG






General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): ANT 230, change
 Proposal Contact Person Name: Chris Pool Phone: 257-2710 Email: capool0@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
dpt, curriculum cmte	4/21/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
DUS	4/21/10	Monica Udvardy / 257-2710 / udvardy@uky.edu	
dpt, Chair	4/21/10	Chris Pool / 257-2710 / capool0@uky.edu	
		/ /	
A&S Ed. Policy Cmte.	10/5/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	10/5/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	10/26/2010	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2010.10.27 09:43:19 -0400</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 07/28/2010
- b. Department/Division: Anthropology
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: Fall 2011

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: ANT 230 Proposed Prefix & Number: _____
- b. Full Title: Introduction to Physical Anthropology Proposed Title: Introduction to Biological Anthropology
- c. Current Transcript Title (if full title is more than 40 characters): Intro to Physical Ant
 Proposed Transcript Title (if full title is more than 40 characters): Intro to Bio Anth
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|------------------|------------------------------|------------------------------------|-----------------|-------------------|
| Current: | <u>2</u> Lecture | ____ Laboratory ⁵ | ____ Recitation | ____ Discussion | ____ Indep. Study |
| | ____ Clinical | ____ Colloquium | ____ Practicum | ____ Research | ____ Residency |
| | ____ Seminar | ____ Studio | ____ Other – Please explain: _____ | | |
| Proposed: | ____ Lecture | ____ Laboratory | ____ Recitation | ____ Discussion | ____ Indep. Study |
| | ____ Clinical | ____ Colloquium | ____ Practicum | ____ Research | ____ Residency |
| | ____ Seminar | ____ Studio | ____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. Currently, is this course repeatable for additional credit? YES NO
- Proposed to be repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

ANT 230 INTRODUCTION TO PHYSICAL ANTHROPOLOGY. (3)

This course explores the ways in which biology, the environment and culture come together to form the human condition. Topics include human genetics, human evolution, primate behavior, contemporary human variation and applied biological anthropology, including forensics, child growth and human nutrition. This course includes a laboratory component.

i. Current Course Description for Bulletin:

Proposed Course Description for Bulletin: No Change

j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

- k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

- l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

The course learning outcomes have been realigned with the Gen Ed Learning Outcomes.

5. Course Relationship to Program(s).

- a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: The course currently is accepted as an A&S natural science elective.

- b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: We are requesting that the course be accepted as a Gen Ed Intellectual Inquiry in the National/Physical/Mathematics course

6. Information to be Placed on Syllabus.

- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

ANT 230-001, 002, 003; Fall 2010
Introduction to Biological Anthropology

Course Instructor: Deborah L. Crooks, Ph.D. **Lecture Info:** MW 10-10:50, CB 114
Office: 214 Lafferty Hall
Phone: 257-4654
Email: dlcrooks@uky.edu
Office Hours: W 1:15-2:15; F 12-1, and by appointment

Course TA: Christopher Grosh **Disc/Lab Info:** (001) F 10-10:50, L 108
Office: 102G Lafferty Hall (002) F 11-11:50, L 108
Phone: 257-5124 (003) F 9-9:50, L 108
Email: c.grosh@uky.edu
Office Hours: M, W 11-12

Course Description:

Why is *H. sapiens* the only animal that habitually walks upright on two feet? Why do humans have such big brains? Why do humans create art? Why does skin color range from dark to light? Why can some people drink milk without trouble while others experience intestinal distress? Why are infectious diseases like malaria and AIDs still around and how did they come to be in the first place? These questions are the “stuff” of biological anthropology, and they can be addressed within the framework of science.

In this course, we will explore ways in which biology, the environment, society and culture come together to form the human condition. Guided by evolutionary theory and the scientific method, we will investigate how humans came to be in modern form, recognizing the importance of evolutionary forces in maintaining present-day *Homo sapiens* as a diverse, yet single species. We will explore past hominin variation, as well as modern human variation; and we will problematize “race” as a way of categorizing that variation. Finally, like all good scholars and scientists, we will ask and answer questions from a critical perspective, one that is based in reasoning, and proceeds with clarity, accuracy, precision, relevance, depth, breadth and logic (The Critical Thinking Community, 2009, <http://www.criticalthinking.org>). In this way, we can learn what science is and what it is not, and why scientific questions and answers seem to be always changing.

Learning Goals and Outcomes:

Upon completion of this course, the *successful* student will have achieved the following outcomes.

1. The student will demonstrate knowledge of the methods of inquiry in the field of physical/biological anthropology.
2. The student will distinguish between science and pseudoscience, and between scientific and non-scientific sources of information.
3. The student will demonstrate an understanding of the role of evolutionary forces in the creation of human biological diversity, as well as the adaptive significance of traits such as hemoglobin type, skin pigmentation, and body size and shape.

4. Using text-illustrated examples of important discoveries of the human culture/biology relationship as a guide (e.g., agriculture, malaria and hemoglobin polymorphisms, or the demand for “exotic foods”, the bush meat trade and Ebola-related mortality), students will identify an example of a culture/biology relationship that is not included in the text, but is relevant to their own lives.
5. Using the fossil collection in the Department of Anthropology, the student will engage in research investigating evolutionary changes in the hominin skull from the earliest hominins to current *H. sapiens*. Using class-based readings, students will hypothesize specific changes in cranial features over time, test those hypotheses against the fossil record, and provide a series of written reports of their research activities, their conclusions, and their suggestions for future research.

Textbook (available at bookstores):

Jurmain, Robert, Lynn Kilgore, Wenda Trevathan (20011) Essentials of Physical Anthropology, Eighth Edition, Wadsworth, Cengage Learning.

**** Please note and take advantage of** the many additional resources available on the Cengage web site – the URL and access instructions are provided in your textbook; and on your Bb course page.

Blackboard:

This course is Blackboard (Bb) based, so you must be (or become) familiar with Blackboard. You can access Bb via Link Blue, either directly (<http://elearning.uky.edu>) or through the myUK portal. Please check Bb often since we will regularly post information relevant to each day’s activities, including announcements and reminders, assignments, etc. (*Working within the Bb platform will be facilitated by using Mozilla Firefox as your browser rather than Internet Explorer*). In addition, you may be required to submit assignments via Bb through the “Assignments” link (this will be demonstrated in class, but you can also access information at the Bb Wiki website, URL given below). You will also be able to access your grades in Bb, so you will always know where you stand in the course. Therefore, please make sure that your email address in Bb is correct – it should be either the email address that you actually use, or you can forward your Bb email to the account you use. The default address is the “official” email listed by the University – there is a way to change that – please see the Bb web site for information. The URL for the Bb Wiki site is <http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx/>.

Course Structure and Requirements: Please note: You must satisfactorily complete all assignments and exams to pass the course.

The format of this course is lecture/discussion section but we will undertake a variety of activities on both “lecture” and “discussion” days. We expect you to come to class prepared on ALL days so that you can take best advantage of all learning opportunities. To do that, you must not only read the material, but think about it. We encourage you to take notes on your reading – ask yourself, “*What is the point of this paragraph, of this section, of this chapter? What is the author saying here? What should I take away? How does this help me think critically?*”

Exams: There are 3 exams in this course – two in-term exams and one final exam. Dates for the exams are listed in the Course Schedule. Each of the in-term exams is worth 100 points, the final is worth 125 points for a total of **325 possible exam points**. The final exam will focus primarily on new material (i.e., since the previous exam), but will have a small, cumulative component.

Lab Assignments: There are six Friday lab exercises as indicated on the course schedule. Some preparation is required for most labs and we will check to make sure you have done your prep (instructions will be available via Bb). Please come prepared - if you have not done your prep, or if you have not done it adequately, you will lose 5 points on the lab assignment. Lab work will be done in groups, but lab write-ups are individual assignments. Please note that your highest 5 lab scores will be used in calculating the final grade (allowing you to miss one, or do badly on one without penalty). Each lab is worth 25 points for a total of **125 possible lab points**.

Friday discussion section activities: Non-lab Fridays will be discussion days and we expect students to come prepared to discuss assigned materials and to take part in all activities, both written and oral. We will post possible discussion topics on the Bb website, but also assume students will bring questions and ideas of their own (related to course materials and topics) for clarification and/or discussion. Further information is provided in your Course Section syllabus. Participation in discussion section activities will be evaluated by the TA, and students will be awarded **up to 50 points total** for class participation (25 points at mid-term and 25 points at term-end). Please note that mere presence in the classroom is not sufficient for receiving points.

Preparation for Class:

We expect students to be active participants in the learning process. It is important that students work with assigned reading material BEFORE coming to class. In our experience, students often have difficulty understanding or keeping up with lectures and class discussions because they do not familiarize themselves with the material prior to class. There are many strategies that can help you become a more receptive reader and an active learner, including taking notes on your reading (not simply highlighting), asking yourself questions as you read, etc. Two great resources at UK for improving study skills are the Counseling and Testing Center (<http://www.uky.edu/StudentAffairs/Counseling/index.html>), and Academic Enhancement's "The Study," (<http://www.uky.edu/UGS/study>). Carolyn Hopper, author of *Practicing College Learning Strategies*, published by Houghton Mifflin, 2007, has created a website (<http://frank.mtsu.edu/~studskl/>) for one of her courses, which includes a number of very helpful tips for studying (see bottom of page, "Strategies for Success") and a number of links to other helpful sites.

If you are coming to class prepared, but find that you are having difficulty or are falling behind, please see one of us right away (always start with your TA) during office hours, or make an appointment – don't let the problem become too big to overcome.

Grading:

There are a total of 500 possible points in the course as indicated above in "Course Structure and Requirements." Final grades will be assigned on the basis of accumulated points as follows:

- A = 450-500
- B = 400-449
- C = 350-399
- D = 300-349
- E = 299 and below

(Please note that I reserve the right to adjust borderline scores upward as I deem appropriate when calculating the final grade. I usually do this based on demonstration of extraordinary effort on the part of the student that may not be reflected in the final total point score).

Course Policies:

Attendance, Excused Absence and Make-Up Policy:

Attendance is extremely important. We encourage students to come to each MW class; however should you miss a MW class, you do NOT need to inform us since attendance will NOT be taken on MW. However, please note that some material may come from sources other than the textbook (e.g., DVDs, videos, web-based resources, etc.) so you miss a MW class at your own peril. If you must miss a class on MW, make sure you get notes from a classmate – neither of us will make our notes available to students. Also, please note that DVDs or videos may be shown on lecture days and are not always available via UK sources for those who are absent. If you miss a DVD/video presentation and have an excused absence (see S.R. 5.2.4.2), contact your TA within one week of the day the DVD/ video is shown in class and he will schedule a make-up viewing for you in the Department of Anthropology.

You MUST be present on **Fridays** (see Class Schedule). Failure to attend a Friday discussion or lab section will result in a 0 on the lab assignment, or a five point reduction in your final grade for missed non-lab Fridays. If you are late to class or leave early without permission, you will be penalized up to 15 points on the lab, or up to 5 points on your final grade for non-lab days at the TAs discretion (based on the extend of the lateness or early departure).

Also, it is important to remember that you will be assigned up to 50 points total for your participation in Friday discussions and other Friday class activities. If you are absent, you are not participating.

Makeup exams will be given with an appropriate excuse (see Senate Rule 5.2.4.2) and proper documentation. Please inform your TA of the absence in advance when possible (i.e., for university-related trips), or within one week following an unscheduled absence (i.e., serious illness, or, illness or death of family member). The TA will verify all excuses with Dr. Crooks. Make-ups for exams 1 and 2 (with approved excuse) will be scheduled during the last week of class, and may be in a format that differs from the original.

Make-up labs must take place within one week of the student's return to class following the excused absence. Please inform your TA of the absence in advance when possible (i.e., for university-related trips), or within one week following an unscheduled absence (i.e., serious illness, or, illness or death of family member). Again, the TA will verify all excuses with Dr. Crooks. Please note that since lab exercises involve fairly extensive set-up and are constructed for group-work, make-up labs are difficult to stage and may take a different form from that used in class. No lab make-ups will be allowed without an excused absence.

Students anticipating an absence for a **major religious holiday** on an exam day, a video day, or a discussion/lab day must inform the TA in writing of the anticipated absence no later than the last day for adding this class, i.e., **August 31, 2010**.

Submission of Assignments:

All assignments must be submitted on time and in accordance with instructions (whether submitted via Bb or in class). Failure to do so will result in a 5 point reduction for each day the assignment is late. If the assignment is due in class, a first-day penalty will be assessed immediately upon conclusion of the class. Please remember, failure to hand in an assignment or take an exam will result in course failure (with the exception of one Friday lab assignment – see “Lab Assignments” under “Course Requirements” above).

Academic Integrity, Cheating and Plagiarism:

Plagiarism, cheating on quizzes and other forms of cheating (see S.R. 6.3.1 on Plagiarism, and 6.3.2 on Cheating) are unacceptable! Consequences are severe – see the Code of Student Conduct at <http://www.uky.edu/StudentAffairs/Code/index.html> (Part II), the New Senate Rules (<http://www.uky.edu/USC/New/SenateRulesMain.htm>; and/or the Ombud web site (<http://www.uky.edu/Ombud>) for details.

Classroom Behavior, Decorum and Civility, Use of Computers, and more:

Please respect the rights of all others in the course. It is important that you come to class on time and if you must be late, enter the room quietly and take the first available seat. We assume that you are here to learn, so please be attentive - do not read the newspaper, materials for other courses, books, magazines, etc., do not chat with your classmates, and please do not talk or text on your cell phones once class has begun – this is disturbing to, and disrespectful of, others. You may use laptop computers to take class notes, but do NOT use them for any other purpose once class has started. This can be very distracting to those around you. Those using laptops must sit in the front row or along the aisle in the first 5 rows – we will check your screen from time to time. If you engage in any of these forbidden behaviors, we will ask you to leave the room, and if violations continue, we will notify the Dean of Students.

If you have a question, please raise your hand and ask me or the TA, not your neighbor. We are most happy to entertain questions at anytime.

Remember -- NO CELL PHONES – turn them off and put them away. Do not take them out again until class is over.

It is important to note that Chris and I, the Department of Anthropology, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a respectful and civil manner. Students have the right to take reasoned exception and to voice opinions contrary to the instructor, TA and/or other students (S.R. 6.1.2). Faculty members have the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration *will not be tolerated* in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. We will report persistent problems to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, so please help in this endeavor.

Academic Accommodation:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Office Hours:

Our office hours are listed above. We ask that you respect our office hours. You may sign up for office hours on the sign-up sheet outside our offices, or you may simply drop by (however, those who have signed up will have first priority). We also understand that students may have a day/time conflict with scheduled office hours, and if that is the case, please email for an appointment.

Adjustments to the Syllabus and Course Schedule:

We may make adjustments to the schedule when necessary. We will announce all changes in class and post them to the Bb site.

Copyright Policy:

You may NOT sell your lecture notes, discussion group notes, or any hand-outs or other course materials provided to students, nor may you or anyone else use these items for commercial purposes. Making a copy for a classmate for their personal use is acceptable; however, printing out multiple copies or posting on a web site are not.

Websites to know:

- University Ombud: <http://www.uky.edu/Ombud>.
- University Senate Rules: <http://www.uky.edu/USC/New/SenateRulesMain.htm>.
- UK Student Code of Conduct: <http://www.uky.edu/StudentAffairs/Code/index.html>.
- Foundation for Critical Thinking: <http://www.criticalthinking.org>.

Ok – that’s all the information, and those are all the rules. We hope we haven’t discouraged or intimidated you – our intent is to make sure you understand what will be expected and required of you AND of us in this course. We are looking forward to working with you this semester! Please let us know if you have any questions.

Course Outline and Readings

Each week, please read the chapter(s) designated in the week's titles.

(MW activities take place in CB 114 lecture hall; F activities in your discussion sections, Laf 108).

Week of 8/23: Introduction.

- W Reading of syllabus, structure of course.
- F Introduction to discussion section activities and group work.

Week of 8/30: Ch. 1: Introduction to Physical Anthropology

- MW Adaptation, evolution and the scientific method.
- F Asking and answering bio-anthropological questions; the principle of falsification.

Week of 9/6: Ch. 2: The Development of Evolutionary Theory.

- W (Monday, Labor Day, no class) Human biology: natural selection, evolution
- F Video: Darwin's Revolution in Thought.

Week of 9/13: Ch. 2 (cont), Ch. 3: The Biological Basis of Life.

- MW Evolution by means of natural selection (cont); DNA, meiosis/mitosis.
- F Discussion – Science, pseudoscience and identifying scientific sources.

Week of 9/20: Ch. 4: Heredity and Evolution

- MW Mendelian genetics ; the Modern Synthesis; evolutionary forces
- F Lab 1: Mendelian and polygenic traits.

Week of 9/27: Ch. 5: Vertebrate and Mammalian Evolution

- MW Principles of classification, genera, species and fossils
- F Exam 1

Week of 10/4: Ch. 6: Primates

- MW Primates, anthropoids and hominoids
- F Lab 2: Teeth, bones and what they can (and cannot) tell us.

Week of 10/11: Ch. 7: Primate Behavior

- MW Social structure, communication and reproductive strategies (Wed DVD: Jane Goodall's Chimps)
- F Discussion: What can we learn about ourselves from Goodall's chimps? What can we not learn about ourselves, and why?

Week of 10/18: Ch. 8: Primate and Hominin Origins

- MW Biocultural evolution and the fossil record – early primates, early hominins (Wed DVD: In Search of Human Origins, the Story of Lucy)
- F Lab 3: Early hominins

Week of 10/25: Ch. 8 (continued), Ch. 9: *Homo erectus* and contemporaries

- MW Out of Africa
- F Lab 4: Later hominins

Week of 11/1: Ch. 10 – Premodern Humans

MW Culture – art and burials (Wed DVD: That Human Spark)
F Exam 2

Week of 11/8: Ch. 11: The Origin and Dispersal of Modern Humans

MW Alternative explanations, the Upper Paleolithic
F Lab 5: Premodern and Modern Humans

Week of 11/15: Ch. 12: Human Variation and Adaptation

MW “Race,” adaptation and polymorphisms (Wed DVD: Race, the Power of an Illusion)
F Discussion: “Race” – A Four-Letter Word?

Week of 11/22: Ch. 12 (continued)

MW Adaptation and polymorphisms (Wednesday no class - Thanksgiving Holiday)
F No Discussion Groups

Week of 11/29: Ch. 13: The Anthropological Perspective on the Human Life Course

MW Growth, development and aging
F Lab 6: Measuring bodies, interpreting data

Week of 12/6: Ch. 14: Lessons from the Past; Lessons for the Future

MW (Mon - Research presentation: Child growth in Zambia); impact of human culture
F Discussion: Providing current examples of the culture/biology relationship

Week of 12/13: Final Exam Week

W Exam 3; 8:00 AM

***** Subject to Change with Notice**

To: Vetting Committee, Intellectual Inquiry in the Natural/Physical/Mathematical Sciences

From: Deborah L. Crooks, Anthropology

Date: 28 July, 2010

Narrative re Template Learning Outcomes:

ANT 230 addresses the Template Learning Outcomes in the area of intellectual inquiry as specified in the Natural/Physical/Mathematical Sciences Template. Specific examples of the approach taken to achieve the outcomes are contained in the Course Outline section of the attached syllabus as well as attached drafts of lab exercises, some of which are elaborated in this narrative.

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.

Throughout the course students are immersed in the theory that guides inquiry into human biology from an anthropological perspective, the most fundamental of which is evolutionary theory. As the course progresses and as students understand how biological variation is created at both the genotypic and phenotypic levels, they begin to expand their understanding of the human "environment" with respect to that relationship to include the cultural environment as well as the natural environment. In addition, throughout the course, students are provided with examples of "doing" biological anthropology that bring together theory and method, e.g., through DVDs (The Story of Lucy, Wk of 10/18), various chapters in the text, and a presentation of bio-anthropological research (Wk of 12/6). In hands-on Friday lab exercises (see attached), they gain experience in using the methods of science to ask and answer questions about human variation.

Various lectures in the course, as well as various sections of the text (e.g., Ch. 1 and 2, but others as well), distinguish between science and pseudoscience, particularly as the issue has implications for our understanding of human evolution and "race." Two Friday discussions are dedicated to this topic (week of 9/13, week of 11/15). Students will do in-class exercises (to be evaluated as part of their class participation grade) on these two discussion days which will give them practice in identifying valid scientific sources on these topics, and explaining why sources are/are not scientific.

2. Explain fundamental principles in a branch of science.

Throughout the course, students will be exposed to the fundamental principles that guide inquiry into human biology, beginning with evolutionary principles established by Darwin and Wallace (Wk of 8/30, 9/6, 9/13), the principles of Mendelian genetics and the Modern Synthesis (9/20). These are followed later in the course with the principles that form the basis of the biological anthropology theoretical approach, i.e., human adaptation and human adaptability (Wks of 11/22-12/6). Students will be tested on these principles and must demonstrate competence to pass the course. Students also apply these principles in the various lab exercises (see attached).

3. Apply fundamental principles to interpret and make predictions in a branch of science.

A number of activities relate to this Template Learning Outcome, e.g., Week of 8/30 Friday discussion section, and all lab exercises; but most specifically lab exercises 3-5 are dedicated to this

Template Learning Outcome. Please refer to the Lab Preparation and Labs 3-5 documents attached for specifics.

4. Demonstrate an understanding of at least one scientific discovery that changed the way scientists understand the world.

This Template Learning Outcome is part and parcel of the course structure, especially in terms of the variety of activities that require students to work with evolutionary theory to understand human biological variation and change. However, an added Course Learning Outcome (#5 on the syllabus) combines this Template Learning Outcome with the following Template Learning Outcome (#5 on the Template). Students will draw on examples from the text, including the now famous discovery of the connection between agriculture, *Plasmodium*, malaria and HbS, as a way to stimulate their own critical thinking about current scientific discoveries and their implications for society and their own lives. The Friday discussion section in Week 12/6 will assist them in making these connections and culminate in a written exercise in which students provide an example (to be evaluated by the TA as part of the class participation grade). In addition, the preceding week's lab on anthropometrics and the relationship between the current food environment and nutritional outcomes also speaks to this and the following Template Learning Outcome.

5. Give examples of how science interacts with society.

See #4 above.

6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.

This Template Learning Outcome will be achieved through Labs 3-5 (see attached for specifics). The written lab report for Lab #5 will provide the assessment vehicle for Gen Ed.

7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

Through the course, lectures and discussions will provide examples of proper and improper sources of scientific information and the implications for communicating science and its discoveries to the general public. Specifically, though, this Template Learning Outcome will be addressed via the written lab reports for Labs 5 and Lab 6, as well as the variety of activities that take place during the Friday discussion days, particularly those of weeks 9/13, 10/11, and 12/6.