I. INTRODUCTION

A. Anthropology is the study of man, both modern and ancient forms.

Man is first of all a biological entity, subject to the same natural laws as other animals. His uniqueness lies in his capacity for culture - that potential derived from a mental development unsurpassed by the remainder of the Animal Kingdom, which enables man to manipulate his environment to suit his own comfort and desires.

Physical Anthropology is the study of the development and present nature of man's physical structure. Physical Anthropology is subdivided into numerous fields of specializations including: Paleo-anthropology, Primatology, Osteology, and Anthropometry.

Anthropologists understand that many modern problems of cultural adjustments, relationship, lack of communications, etc., stem from both biological origins and adaptations which are not clearly manifest in modern man.

We will attempt to trace the origins of man and his physical characteristics using all the tools that modern science provides.

B. Physical Anthropology may be used as an elective for the Social Sciences, Biology and Nursing.

II. OVERALL OR GENERAL OBJECTIVES OF THE COURSE

Upon successful completion of this course, Physical Anthropology, the student will be able to:

A. Discuss the modern concepts in the origin of man.

B. Explain the techniques in studying ancient man.
C. Evaluate the physical characteristics of modern man in terms of adaptations to the environments of his ancestors.

D. Use a vocabulary fundamental to the course and express ideas in clear, concise terms.

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

B. References: To be assigned.


D. Selected newspaper and magazine articles.

E. Selected web pages.

IV. COURSE REQUIREMENTS

A. To receive transferable credit for this course, you must earn a grade of "C" or better. "D's" usually will not transfer to other colleges or universities.

B. You begin the course the FIRST day of class and the grade which you make at the end of the semester is indicative of the effort exerted during that time. This course is technical and the terminology involved requires study and attention. Memorization is necessary in some phases but UNDERSTANDING must result as the final product. Your attitude from the very beginning will help determine your grade. Remember, YOU must help the instructor interest you in anthropology for interest makes anything much easier.

C. You are expected to read all assigned materials and to bring your textbooks to class.

D. You are expected to keep a good set of notes because the major part of all examinations will be taken from them. Do not attempt to take every word the instructor says, but rather use phrases and an outline form.

E. If a student would like to do extra work in the course, he is encouraged to do so and this will reflect in his final grade. This encompasses special projects, readings, etc. Naturally, this interest should appear in the first portion of the course and not toward the end because of low or failing grades. You are to contact the instructor and make arrangements with him in what ever phase of work you are interested in.
F. All students with grades of "D" or less are to immediately schedule conferences with the instructor to ascertain the reason for their low averages. It is recommended that the student volunteer for this counseling; however, failure to do so will result in compulsory conferences.

G. Any material not understood by the student in lecture can be discussed with the instructor privately during free time of the student and the instructor. Posted outside the office door of the instructor will be a list of "office hours" for conferences between the student and instructor. Contact the instructor for an appointment during these periods convenient to you. If, perchance, your schedule does not coincide with any of these periods, then see the instructor about scheduling a special conference.

V. EXAMINATIONS

<table>
<thead>
<tr>
<th>LECTURE/EXAMINATION</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Three weeks' examination</td>
<td>100</td>
</tr>
<tr>
<td>Six weeks' examination</td>
<td>100</td>
</tr>
<tr>
<td>Nine weeks' examination</td>
<td>100</td>
</tr>
<tr>
<td>Twelve weeks' examination</td>
<td>100</td>
</tr>
<tr>
<td>Final examination</td>
<td>200</td>
</tr>
</tbody>
</table>

Total points possible 600

The semester grade may also include fifteen (15) incentive points earned by doing a special paper on your own initiative. The topic must be approved by the instructor.

Make-up examinations will NOT be given. The lowest exam score will be dropped automatically.

Cheating in any form will not be tolerated. A student observed cheating will have their papers graded with a zero. A formal charge against the student may be made to the College Disciplinary Board.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Percentages and Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90% - 100% (540 - 600)</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89% (480 - 539)</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79% (420 - 479)</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69% (360 - 419)</td>
<td>D</td>
</tr>
<tr>
<td>0% - 59% (0 - 359)</td>
<td>F</td>
</tr>
</tbody>
</table>

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VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

<table>
<thead>
<tr>
<th>Session Length</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-week session</td>
<td>Friday of the 8th week</td>
</tr>
<tr>
<td>8-week session</td>
<td>Friday of the 6th week</td>
</tr>
<tr>
<td>5-week session</td>
<td>Friday of the 4th week</td>
</tr>
</tbody>
</table>

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. ADA Statement: Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to
all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. **Unit One:** Introduction & Mechanisms of Evolution

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
   
   a. List the scope of biological anthropology.
   b. Outline the roots of modern biological anthropology.
   c. Discuss anthropology and its other subfields.
   d. Answer the question “What is science?”
   e. Outline the early thinkers.
   f. Outline the principles of Darwinism.
   g. Discuss the response to Darwin.

2. **Learning Activities:**
   
   a. Classroom lecture and discussion
   b. Read Chapter 1 and 2 in the textbook.

3. **Unit Outline:**
   
   a. The Scope of biological Anthropology
   b. The Roots of Modern Biological Anthropology
   c. Anthropology & Its Subfields
   d. Origins of Evolutionary Thought

B. **Unit Two:** Genetics: Cells and Molecules & From Genotype to Phenotype

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Outline the study of genetics.
   b. Identify the structure of the cell.
   c. Describe DNA and its structure and function.
   d. Identify molecular tools for bioanthropological research.
   e. Discuss Mendelian Genetics.
   f. Discuss Mutation.
   g. Outline Genetics beyond Mendel.
   h. Discuss polygenic traits, the phenotype, and the Environment
2. **Learning Activities:**
   
a. Classroom lecture and discussion  
b. Read Chapters 3 & 4 from the textbook.

3. **Unit Outline:**
   
a. The study of genetics.  
b. Cell Anatomy  
c. DNA Structure I-IV  
d. Methods of Research  
e. The ABO Blood Type System  
f. Mendel’s Postulates  
g. Mutations: Bad, Good, and Neutral  
h. State Fair Mendelism and the Eugenics Movement  
i. Mendelian and Post-Mendelian Concepts

C. **Unit Three:** The Force of Evolution and the Formation of the Species & Human Variation: Evolution, Adaptation, and Adaptability

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
   
b. Identify Classification speciation and Evolution  
c. Describe How Species are formed.  
d. Identify Levels of Selection.  
e. Describe what is a population?  
f. Outline historical perspective on human variation.  
g. Identify population genetics and polymorphisms.  
h. Discuss adaptation and adaptability.

2. **Learning Activities:**
   
a. Classroom lecture and discussion  
b. Read Chapters 5 and 6 from the textbook.

3. **Unit Outline:**
   
a. Where does variation come from?  
b. How Natural Selection works.  
c. Taxonomy and Speciation.  
d. Adaptation
e. Inclusive Fitness.
f. Recording human variation in past civilizations.
g. The Race Concept in the Twentieth Century.
h. Gene Flow and Protein Polymorphisms.
i. Balanced Polymorphisms
j. Levels of Adaptability

D. **Unit Four:** The Primates and Primate Behavior

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

   a. List the characteristics of Primates.
   b. Discuss Primate Ecology.
   c. Discuss Primate Behavior.
   d. Describe the evolution of Primate Social Behavior.

2. **Learning Activities:**

   a. Classroom lecture and discussion
   b. Read Chapters 7 and 8 from the textbook.

3. **Unit Outline:**

   a. The Diversity of Nonhuman Primates
   b. Traits and Description of Primates
   c. Primates in the New World
   d. Primate Behavior

E. **Unit Five:** The Fossil Record, Origins of Primates, Becoming Human & Early Hominids

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Discuss Fossils in a Geological Context.
   b. Outline the Origins of Primates.
   c. Outline Primate Evolution.
   d. Identify and discuss Early Hominids.

2. **Learning Activities:**

   a. Classroom lecture and discussion
   b. Read Chapters 9, 10, and 11 from the textbook.
3. **Unit Outline:**

   a. The Mesozoic and Beyond
   b. Early Primates of the Eocene
   c. Evolution of Higher Primates
   d. Becoming a Piped
   e. The Transition to Human Behavior
   f. The First Hominids?
   g. Australopithecus and Kin

F. **Unit Six:** The Rise of Homo & Archaic Homo Sapiens and Dispersal

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Identify the first hominids.
   b. Define the Genus Homo.
   c. Identify the traits of Homo Erectus.
   d. Describe the lifeways of Homo Erectus.
   e. Discuss the emergence and dispersal of Homo Sapiens

2. **Learning Activities:**

   a. Classroom lecture and discussion
   b. Read Chapters 12, 13, and 14 from the textbook.

3. **Unit Outline:**

   a. Earliest Genus Homo
   b. Homo Erectus around the World
   c. The Genus Homo through Time and Lifeways
   d. Hominid Evolution
   e. Archaic Homo Sapiens & Their Behavior
   f. The Neanderthals & Their Behavior
   g. Anatomy and Distribution of Early Humans
   h. Archaeology of Modern Human Origins
   i. Interpreting Models of Human Origins

G. **Unit Seven:** Evolution of the Brain and Language & Biomedical Anthropology

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
a. Identify the anatomy of the brain and throat.
b. Describe the biology and evolution of language.
c. Discuss Biomedical Anthropology in terms of disease, culture and human variation.

2. Learning Activities:

a. Classroom lecture and discussion
b. Read Chapters 15 & 16 from the textbook.

3. Unit Outline:

a. Overview of the Brain
b. Issues in Hominid Brain Evolution
c. Language: Biology and Evolution
d. Epidemiology
e. Biocultural and Evolutionary Approaches to Disease
f. Human Variation and Health
g. Infectious Disease and Biocultural Evolution
h. Diet and Disease

H. Unit Eight: The Evolution of Human Behavior & Bioarchaeology and Forensic Anthropology

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

a. Discuss the four approaches to the evolution of human behavior.
b. Identify features of traditional lives from the ecological perspective.
c. Describe Sexual Selection and Human Behavior
d. Describe Language-Related Cross-cultural Behavior
e. Identify Behavioral Disease
f. Describe the Khan Effect
g. Identify applications in both bioarchaeology and forensic anthropology.

2. Learning Activities:

a. Classroom lecture and discussion
b. Read Chapters 17 and 18 from the textbook.

3. Unit Outline:
a. Studying the Evolution of Human Behavior  
b. Traditional Lives in Evolutionary Ecological Perspective  
c. Sexual Selection and Human Behavior  
d. Language-Related Cross-Cultural Behaviors  
e. Behavioral Diseases  
f. 

**SUGGESTED READINGS IN PHYSICAL ANTHROPOLOGY**