



IMPERIAL VALLEY COLLEGE

### Basic Course Information

Semester:	<b>Fall 2023</b>	Instructor Name:	<b>Dr. Arturo Marquez Jr.</b>
Course Title & #:	<b>Physical Anthropology 100</b>	Email:	<b>arturo.marquezjr@imperial.edu</b>
CRN #:	<b>10257</b>	Webpage (optional):	<b>n/a</b>
Classroom:	<b>2735</b>	Office #:	<b>2735</b>
Class Dates:	<b>8/14-12/09</b>	Office Hours:	<b>Mon/Wed 12-2pm</b>
Class Days:	<b>Tuesday</b>	Office Phone #:	<b>760-355-6282</b>
Class Times:	<b>6:30-9:40pm</b>	Emergency Contact:	<b>760-355-6144</b>
Units:	<b>3</b>	Class Format:	<b>In-Person</b>

### Course Description

Physical anthropology is the study of humans as biological beings subject to the forces of both evolution and culture. Physical anthropology studies humans in a biological context and explains our relationship to other primates and the rest of the natural world. Throughout the course we will examine anatomical, behavioral, and genetic similarities and differences among the living primates, and by illustrating the scientific method, learn the basic mechanism of the evolutionary processes and trace a pathway of human evolution in relation to environmental adaptation as reconstructed from the fossil record. (CSU/UC)

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:

- 1) Define anthropology and describe its four major subfields, stating the major areas of research within physical anthropology.
- 2) Recall the development of evolutionary theory and individuals that contributed to its development.
- 3) Explain the basic principles of Mendelian, molecular and population genetics.
- 4) Formulate an argument for the importance of genetic variations and demonstrate how natural selection works with variation, including variation in skin color.
- 5) List an overview of dating techniques and recreate the geologic time scale in regards to vertebrae and mammalian evolution as it pertains to the human fossil record.
- 6) Use comparative primate taxonomy of commonly known primates in terms of physical characteristics, primate social behaviors and geographical locations, including the differences between the traditional and the cladistic taxonomic classification.
- 7) Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
- 8) Identify the biological and cultural factors responsible for human variation.

### Course Objectives

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- 1) Define the main goals and aims of physical anthropology.
- 2) Explain how Darwin's theory of natural selection results in evolution, adaptation and design, and how evolution affects our daily lives.
- 3) Explain the basic pattern of hominid evolution over the last seven million years including dating methods, scientific methods, and the origin of Homo sapiens in Africa including global biological diversity.



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### Textbooks & Other Resources or Links

Explorations: An Open Invitation to Biological Anthropology. 2019. Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff, editors. American Anthropological Association. Creative Commons (non-commercial) License

Available for download here: <https://explorations.americananthro.org/>

### Course Requirements and Instructional Methods

Students are assessed through a combination of weekly quizzes, short essays, group activities, and exams. Active student participation is an important component of the assessment. The following is a break-down of course requirements:

- **Participation** (10 points): Consistent attendance is strongly encouraged to succeed in this course. Students who engage and ask questions during class meetings are often better prepared to excel in assignments, quizzes, and exams. If you have any concerns about your participation, please message the instructor.
- **Critical reflections** (20 points): Students will compose a total of 4 critical reflections worth 5 points each. These short writing assignments will be assessed based on the following criteria: 1) at least one quote from the course readings, 2) at least two key words (defined and analyzed) from the course readings, 3) at least one question for further reflection, and 4) at least 300 words long. These short writing assignments are an opportunity for students to synthesize key ideas in their own words and from their unique perspective. Critical reflections are due on Canvas by Saturday at 11:59pm. Any sign of plagiarism will negatively impact your grade.
- **Quizzes** (50 points): A total of 10 quizzes worth 5 points each will be administered to assess student engagement and comprehension of course material for that corresponding week. Quizzes will be in class and on Canvas.
- **Group activities** (20 points): There will be 4 group activities worth 5 points each. Students will work with members of their group to organize an in-class presentation (collective) and submit a short synopsis of their work (individual). Attendance is crucial for these group activities, which cannot be made up if missed.
- **Midterm** (25 points): A Midterm will be administered to assess student comprehension of course content from chapters 1-8 on Tuesday October 10<sup>th</sup>.
- **Final Exam** (25 points): A Final will be administered to assess student comprehension of course content from chapters 9-16 (excluding chapter 15) on Tuesday December 5<sup>th</sup>.

The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. Because this is a three-credit course, students should expect to invest a minimum of nine hours per week.

### Course Grading Based on Course Objectives

There is a total of 150 points possible in this course. The correspondence between points earned and final letter grade is the following:

Points Earned	Letter Grade
150-136	A
135-120	B
119-100	C
99-79	D
79-0	F

### Course Policies

Attendance is crucial. If you foresee missing a class meeting, please inform the instructor.

Late work is accepted *only if* the instructor is informed with a detailed justification. If you experience any difficulty that impedes your ability to submit work by a due date, please inform the instructor as soon as possible. Meeting with the



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instructor during office hours is ideal to address these situations. Make-up exams may be allowed at the instructor's discretion. If you foresee a time conflict or any other difficulty, please inform the instructor as soon as possible. Make-up exams will be scheduled at the end of the semester during finals week.

In order to achieve our course objectives, it is important to foster an engaged learning environment that is respectful and welcoming of everyone in class. Please refrain from any activity that may impede on others' learning and participation. To this end, please be mindful of how you utilize your digital devices during our class meetings. Laptop computers, cell phones, and other such devices may be used *only* to consult readings, notes, and related course material. If you need to take a call or answer a text message, please step outside to prevent disrupting class discussions and activities. Students using their devices for non-course related purposes will be asked to refrain from using them in future class meetings. If these devices hinder active class participation and engaged learning, the instructor may prohibit their use for the rest of the semester.

Plagiarism is a serious offense and will result in adverse consequences. Plagiarism is presenting someone else's work as one's own without citing the original source. It is crucial students understand the seriousness of plagiarism. Please do not copy and paste work from online sources or our textbook. Students are encouraged to reference their sources but always in a way that highlights their original ideas and clearly cites their sources. If you are unsure about IVC's plagiarism policy, please contact the instructor or refer to IVC's student services.

### **Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

### **Other Course Information**

The instructor may modify the syllabus as necessary to ensure the learning objectives are met. If there are any modifications to the syllabus, students will be notified via email within 24 hours.

Office hours are available in-person in room #2735 or via Zoom on Monday and Wednesday from 12 – 2pm. If you have a time conflict, please message the instructor to discuss alternate days or times. Office hours are an additional resource in your professional trajectory at IVC. The instructor is *always* open to dialogue and is committed to your success. Use office hours to receive one-to-one guidance on specific assignments, quizzes, or upcoming exams. Moreover, use office hours to discuss the many merits of anthropology as a major, or to discuss ways anthropology can contribute to your professional development beyond IVC.

### **IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

Week and Dates	Topic and Readings Due	Assignments
	<b>MODULE 1</b>	
Week 1 August 15	Chapter 1 – Introduction to Biological Anthropology (pages 2-22)	Quiz 1
Week 2 August 22	Chapter 2 – Evolution (pages 29 – 51)	Quiz 2
Week 3 August 29	Chapter 3 – Molecular Biology and Genetics (pages 58 – 95)	Quiz 3
Week 4 September 5	Chapter 4 – Forces of Evolution pages 109 – 136)	Group Activity 1  Critical reflection 1
	<b>MODULE 2</b>	
Week 5 September 12	Chapter 5 – Meet the Living Primates (pages 148 – 180)	Quiz 4
Week 6 September 19	Chapter 6 – Primate Ecology and Behavior (pages 190 – 222)	Quiz 5
Week 7 September 26	Chapter 7 – Understanding the Fossil Context (pages 233 – 261)	Quiz 6
Week 8 October 3	Chapter 8 – Primate Evolution (pages 274 – 303)	Group Activity 2  Critical reflection 2
Week 9 October 10	<b>Midterm Review</b>	Midterm
	<b>MODULE 3</b>	
Week 10 October 17	Chapter 9 – Early Hominins (pages 319 – 359)	Quiz 7
Week 11 October 24	Chapter 10 – Early Members of the Genus Homo (pages 374 – 397)	Quiz 8
Week 12 October 31	Chapter 11 – Archaic Homo (pages 403 – 435)	Quiz 9
Week 13 November 7	Chapter 12 – Modern Homo sapiens (pages 444 – 476)	Group Activity 3  Critical reflection 3



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<b>Week and Dates</b>	<b>Topic and Readings Due</b>	<b>Assignments</b>
	MODULE 4	
Week 14 November 14	Chapter 13 – Race and Human Variation (pages 489 - 508)	Quiz 10
November 20-24	Thanksgiving Break	
Week 15 November 28	Chapter 14 – Human Variation: An Adaptive Significance Approach (pages 516 – 540) Chapter 16 – Contemporary Topics: Human Biology and Health (pages 580-621)	Group Activity 4 Critical reflection 4
Week 16 December 5	<b>Review Final Exam</b>	Final Exam

**\*\*\*Subject to change without prior notice\*\*\***