



IMPERIAL VALLEY COLLEGE

### Basic Course Information

Semester:	Spring 2025	Instructor Name:	Dr. Arturo Marquez Jr.
Course Title & #:	Physical Anthropology ANTH 100	Email:	arturo.marquezjr@imperial.edu
CRN #:	20265	Webpage (optional):	n/a
Classroom:	Online	Office #:	2725
Class Dates:	Feb. 10 – June 7	Office Hours:	By appointment
Class Days:	Online	Office Phone #:	760-355-6282
Class Times:	Online	Emergency Contact:	760-355-6201
Units:	3	Class Format/Modality:	Asynchronous

### 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)

### Course Prerequisite(s) and/or Corequisite(s)

No prerequisites or corequisites for ANTH 100.

### Student Learning Outcomes

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.

### Course Objectives

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.

### Textbooks & Other Resources or Links

This is the required textbook this semester:

- *Explorations: An Open Invitation to Biological Anthropology*, 2<sup>nd</sup> Edition. 2023. Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff, editors. American Anthropological Association. Creative Commons (non-commercial) License. ISBN (ebook): 978-1-931303-82-8; ISBN (print): 978-1-931303-81-1

The required textbook is available on Canvas and online following the link below:

<https://explorations.americananthro.org/>

### Course Requirements and Instructional Methods

Students are assessed through a combination of discussion posts, discussion post comments, quizzes, and a final exam. Active student participation is an important component of the assessment. The following is a break-down of course requirements:

- **Discussion Posts** (60 points): students are tasked with completing a discussion post each week based on the readings and the provided writing prompts. To earn the available 4 points, it is imperative to provide at least one (1) quote from the readings (including page numbers) incorporated into the discussion post. Discussion posts are due by Thursday at 11:59pm.
- **Comments** (30 points total): after publishing a discussion post, students are expected to read through posts and provide a constructive 50-word comment to at least two (2) colleagues per week. Comments are worth 1 point each and need to be posted by Friday at 11:59pm.
- **Projects** (40 points): there is a project at the end of each module that consolidates key ideas in the readings. Projects require time and attention; therefore, it is important to initiate these projects early in each module. There are 4 projects total; each project is worth 10 points each. Projects are due on Sunday at 11:59pm.
- **Quizzes** (40 points): there is a quiz at the end of each module based on the readings. Quizzes are timed; students must complete the quiz within 1 ½ hours after they have begun. If you experience any difficulty accessing a quiz, please contact the instructor as soon as possible. There are 4 quizzes total; each quiz is worth 10 points each.
- **Final Exam** (30 points): a cumulative final exam will be available at the end of the last week. This is a timed exam on Canvas that closes on Saturday June 7<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



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There is a total of 200 points possible in this course. Points earned will be calculated into percentages which correspond to the following final letter grade:

Percentage (Canvas)	Letter Grade
100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - below	F

### 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.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Course Policies

Consistent participation in the discussion board and projects is crucial. If you experience any difficulty that keeps you from actively participating in this course, please inform the instructor as soon as possible.

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 instructor (via Zoom) is ideal to address these situations. Make-up quizzes may be allowed at the instructor's discretion.

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 behavior that might stifle or hinder others' learning and participation in this course. It is important to be respectful to others when commenting on their opinions and perspective, keeping in mind the aim is to actively learn about the evolution of human biology and diversity. Offensive language will not be tolerated. Please contact the instructor with any questions or concerns.

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



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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.

### 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 via Zoom. Please message (Canvas) the instructor to discuss a day and time to meet. Office hours are 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 discussion posts, projects, quizzes, or final exam. 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.

### Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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. For any technology issues, please contact the instructor and submit a ticket using the following link: <https://www.imperial.edu/education-technology.html/>

There is support for you here at IVC. If you require further support, please do not hesitate to contact the Disability and Support Project & Services (DSPS) to learn more: <https://www.imperial.edu/students/dsps/>

### Anticipated Class Schedule/Calendar

Week, Dates	Modules, Topics, Readings	Assignments, Due Dates, Exams
	<b>Module 1</b>	
<b>Week 1</b> February 10 - 16	Chapter 1 – Introduction to Biological Anthropology	<ul style="list-style-type: none"> <li>Readings Discussion Post and Peer Comments 1</li> </ul>
<b>Week 2</b> February 17 - 23	Chapter 2 – A History of Evolutionary Thought	<ul style="list-style-type: none"> <li>Readings Discussion Post and Peer Comments 2</li> </ul>
<b>Week 3</b> February 24 - March 2	Chapter 3 – Molecular Biology and Genetics	<ul style="list-style-type: none"> <li>Readings Discussion Post and Peer comments 3</li> </ul>
<b>Week 4</b> March 3 - 9	Chapter 4 – Forces of Evolution	<ul style="list-style-type: none"> <li>Readings Discussion Post and Peer comments 4</li> <li>Project 1</li> </ul>

Updated 11/2024



Week, Dates	Modules, Topics, Readings	Assignments, Due Dates, Exams
		<ul style="list-style-type: none"> <li>• Quiz 1</li> </ul>
	<b>Module 2</b>	
<b>Week 5</b> March 10 - 16	Chapter 5 – Meet the Living Primates	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 5</li> </ul>
<b>Week 6</b> March 17 - 23	Chapter 6 – Primate Ecology and Behavior	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 6</li> </ul>
<b>Week 7</b> March 24 - 30	Chapter 7 – Stones and Bones: Studying the Fossil Record	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 7</li> </ul>
<b>Week 8</b> March 31 - April 6	Chapter 8 – Primate Evolution	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 8</li> <li>• Project 2</li> <li>• Quiz 2</li> </ul>
	<b>Module 3</b>	
<b>Week 9</b> April 7 - 13	Chapter 9 – Early Hominins	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 9</li> </ul>
<b>Week 10</b> April 14 - 20	Chapter 10 – Early Members of the Genus Homo	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 10</li> </ul>
April 21 - 27	<b>Spring Break</b>	
<b>Week 11</b> April 28 - May 4	Chapter 11 – Archaic Homo	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 11</li> </ul>
<b>Week 12</b> May 5 - 11	Chapter 12 – Modern Homo <i>sapiens</i>  May 10 – Deadline to drop with ‘W’	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 12</li> <li>• Quiz3</li> <li>• Project 3</li> </ul>
	<b>Module 4</b>	
<b>Week 13</b> May 12 - 18	Chapter 13: Race and Human Variation	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 13</li> </ul>



<b>Week, Dates</b>	<b>Modules, Topics, Readings</b>	<b>Assignments, Due Dates, Exams</b>
<b>Week 14</b> May 19 - 25	Chapter 17 – Social and Biopolitical Dimensions of Evolutionary Thinking	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 14</li> </ul>
<b>Week 15</b> May 27 - June 1	Chapter 14 – Human Variation: An Adaptive Significance Approach Chapter 16 – Contemporary Topics: Human Biology and Health	<ul style="list-style-type: none"> <li>• Readings Discussion Post and Peer comments 15</li> <li>• Project 4</li> <li>• Quiz 4</li> </ul>
<b>Week 16</b> June 2 - 7	<b>Final Exam</b>	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>

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