

# Washtenaw Community College Comprehensive Report

## ANT 202 Introduction to Physical Anthropology Effective Term: Spring/Summer 2017

### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Social Science

**Discipline:** Anthropology

**Course Number:** 202

**Org Number:** 11710

**Full Course Title:** Introduction to Physical Anthropology

**Transcript Title:** Intro to Physical Anthropology

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Course Change

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course description**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Course has not been evaluated and the Master Syllabus has not been changed since 2010. Changes are being made to better reflect course content.

**Proposed Start Semester:** Spring/Summer 2017

**Course Description:** This course will examine the human species from a biological and biocultural perspective. Major areas of coverage include evolutionary theory, human genetics, human variation, adaptive and developmental responses to stress, primate studies, primate and hominin evolution, hominin fossil record, and prehistoric archaeological evidence for cultural evolution.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

### College-Level Math

### Requisites

## **General Education**

### **MACRAO**

MACRAO Social Science

### **General Education Area 5 - Social and Behavioral Science**

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

### **Michigan Transfer Agreement - MTA**

MTA Social Science

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Evaluate evolutionary theory and methods of physical anthropology to critique models of human evolution, environmental adaptation, and modern human variation.

### **Assessment 1**

Assessment Tool: Department exam.

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: The multiple choice questions will be scored using an answer key.

Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the outcome-related test questions.

Who will score and analyze the data: Lead instructor will score the exam.

### **Assessment 2**

Assessment Tool: Critical reading assignment.

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All sections

How the assessment will be scored: The critical reading questions will be evaluated using a departmentally developed rubric.

Standard of success to be used for this assessment: An overall average of 75% or higher (19 or more points) on the critical reading questions will be required to indicate a successful outcome.

Who will score and analyze the data: Lead Instructor will score the assignment.

2. Apply physical anthropology concepts and methods to assess the limitations of the paleoanthropological record.

### **Assessment 1**

Assessment Tool: Department exam.

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All sections

How the assessment will be scored: The multiple choice questions will be scored using an answer key.

Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the outcome-related test questions.

Who will score and analyze the data: Lead Instructor will score the exam.

### **Assessment 2**

Assessment Tool: Critical reading assignment.

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All sections

How the assessment will be scored: The critical reading questions will be evaluated using a departmentally developed rubric.

Standard of success to be used for this assessment: An overall average of 75% or higher (19 or more points) on the critical reading questions will be required to indicate a successful outcome.

Who will score and analyze the data: Lead Instructor will score the critical reading assignment.

### **Course Objectives**

1. Identify the requirements of a scientific theory and contrast these requirements with other justifications for belief.
2. Identify cellular and chromosomal structures/processes relevant to sexual reproduction and define the four mechanisms of evolution: mutation, natural selection, genetic drift, gene flow.
3. Recognize the natural forces that have driven human variation, discriminate between racial/clinal differences.
4. Contrast micro and macro evolutionary processes and explain how ecological change drives speciation.
5. Recognize the major clades of modern primates, and assess the usefulness of primate behavior studies for explaining human behavior.
6. Identify the major components of the archaeological record and list the important archaeological methods for testing paleoanthropological hypotheses.
7. Identify Late Miocene and Pliocene hominins and point out their distinctive features.
8. Identify the factors that affected Pleistocene climate change and explain how these changes affected the cultural behavior of human ancestors.
9. Assess the relationship of Archaic Homo sapiens (Pre-Modern Homo sapiens) to anatomically modern Homo sapiens and describe the cultural adaptations of the Middle Paleolithic.

10. Describe the relevant components of Upper Paleolithic culture and contrast Upper Paleolithic technology with that of the Middle and Lower Pleistocene.
11. Identify the Lower Paleolithic tool making traditions.
12. Assess the predominant models for the emergence of bipedalism during the Late Miocene and Pliocene epochs.
13. Identify the environmental stresses that affect modern human phenotypes and explain the physical and cultural adaptations to these stressors.

### **New Resources for Course**

### **Course Textbooks/Resources**

#### Textbooks

Jurmain R., Kilgore L., Trevathan W . *Essentials of Physical Anthropology*, 10th ed. Cengage, 2016, ISBN: 978130563381.

#### Manuals

#### Periodicals

#### Software

### **Equipment/Facilities**

Level III classroom

Computer workstations/lab

TV/VCR

Data projector/computer

### **Reviewer**

### **Action**

### **Date**

#### **Faculty Preparer:**

*Christopher Barrett*

*Faculty Preparer*

*Nov 22, 2016*

#### **Department Chair/Area Director:**

*Gregg Heidebrink*

*Recommend Approval*

*Dec 05, 2016*

#### **Dean:**

*Kristin Good*

*Recommend Approval*

*Dec 06, 2016*

#### **Curriculum Committee Chair:**

*David Wooten*

*Recommend Approval*

*Jan 10, 2017*

#### **Assessment Committee Chair:**

*Ruth Walsh*

*Recommend Approval*

*Jan 11, 2017*

#### **Vice President for Instruction:**

*Bill Abernethy*

*Approve*

*Jan 12, 2017*