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ANTHROPOLOGY 205
Physical Anthropology
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Course Syllabus

ANTH 205**Physical Anthropology** - 5 Credits

Section OAS Item # 5144

Section OAC Item # 5145

Course Instructor:

Anthony Tessandori M.A.

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Social Science Division, D110
3000 Landerholm Circle SE
Bellevue, WA 98007-6484**COURSE DESCRIPTION**

Anthropology 205 offers an anthropological view of how human biological characteristics arose, our relation to non-human primates, and how we continue to be shaped by evolutionary forces. Major topics include human genetics, adaptation, monkeys and apes, fossil evidence for human evolution, and the study of biological diversity in contemporary human populations. Note: Fulfills natural science course requirement at BCC.

COURSE OBJECTIVES

1. To introduce the history of evolutionary theory;
2. To establish the position of humankind among life forms on earth;
3. To review the major fossil discoveries and current interpretations as to the phylogeny of humanity;
4. To explain how modern biology understands human physical diversity;
5. To explore the implications of the "biocultural approach."

Course Learning Outcomes: At the end of this course students will be able to:

1. Describe the nature of anthropology in terms of its various subfields- and the scope of what they cover; and more specifically, explain in detail what is included in the sub-field of physical (biological) anthropology.

2. Describe the basic characteristics of the scientific method; explain the difference between a scientific theory and a speculation; and apply this knowledge to specific current examples.
3. Explain clearly in their own words, through making reference to the scientific terminology, how evolution works according to Darwin's theory and according to the Modern Synthesis.
4. Explain the meaning of basic genetics vocabulary (e.g. alleles, genotype, recessive, zygote, meiosis) and solve simple numerical problems based on the principles of Mendelian genetics.
5. Describe taxonomic position of humans in relation to other life forms using the correct biological categories.
6. Describe the various types of living primates, their anatomical characteristics, and their behavioral patterns; and explain why they are all grouped together in the Order Primates.
7. Identify the major fossil discoveries that have contributed to an understanding of hominid phylogeny, being able to describe when, where, and by whom they were found.
8. Apply their knowledge of fossil discoveries (see last point) to propose various possible phylogenies and to critique each of them.
9. Explain some of the current theories that have been proposed by scientists to explain the origins of human characteristics including upright posture, increase in cranial capacity, and linguistic ability.
10. Articulate clearly how anthropologists currently view the biological diversity of the human species, in part by being able to list the conceptual problems with the "race" concept.

Academic Honesty

Academic Honesty The College regards acts of academic dishonesty, including such activities as plagiarism, cheating and/or violations of integrity in information technology, as very serious offenses. In the event that cheating, plagiarism or other forms of academic dishonesty are discovered, each incident will be handled as deemed appropriate. Care will be taken that students' rights are not violated and that disciplinary procedures are instituted only in cases where documentation or other evidence of the offense (s) exist.

COURSE MATERIALS

Text

***Biological Anthropology*, 5th edition. and *Biological Anthropology: Reader* by Allen Park.**

The online lecture notes and reading material are organized into ten parts as indicated below. The content of the course is in the lecture notes and in the readings; they are designed to complement and enhance each other to support your learning experience. You will need to study BOTH the online lectures slides, additional materials as assigned, and the text to do well in the course. In preparing questions for the quizzes and exams I will draw from all sources.

Lectures, Slides, Links to Websites

The lectures are organized to parallel the outline followed by the text, but the lectures and readings supplement rather than duplicate one another. And, in addition there is material on linked sites which you will need to study.

If you have been reading the newspaper or watching science news on TV, you are aware that there have been significant recent developments in terms of hominid fossil discoveries, primate studies, and in the

knowledge of the human genome. It is virtually impossible for a textbook to remain completely current in the face of this rapid growth of knowledge. So I will present some of the updated information in the lectures and through links (that you can click on) for the different sections of the course.

The lecture notes will attempt to present you with a consensus of what is known currently in Biological Anthropology. If there is a diversity of opinion among scientists, I will try to present the range of views. If Park deviates from the consensus of the field or presents only one of several possible interpretations, I will present the other views and place Park's view in context. There is a great deal of truly interesting material covered in Biological Anthropology and ten weeks is a relatively short time, so rather than trying to get everything by yourself, it will be very helpful to work on the major concepts with other students and with me through the Bulletin Board.

EQUIPMENT AND SKILLS REQUIREMENTS

Basic Skills

Taking an online course requires basic computer literacy and a little more. You must be proficient in navigating the World Wide Web (the Web) and may have to be able to download and install plug-ins. An online course often requires accessing the Web on a regular basis. You need a reliable ISP that seldom responds to your call with a busy signal. You need to be able to write English on a word processor, save documents and organize the resulting files, copy documents into your clipboard and paste them into another application, and attach documents to e-mail and retrieve them.

Software

Word Processor. Microsoft Word is the only word processor supported at BCC. You must use Microsoft Word to prepare any documents to be submitted by attachment. Documents submitted in Microsoft Works or any other formats that cannot be read by Word will not be accepted.

Web Browser. You must use a Web browser supported by Blackboard and it must be properly "tuned." Information about supported browsers and how to tune them is posted on the [Distance Education Website](#).

COURSE SCHEDULE

See the Course Description and Structure document, also posted in this module (see the menu to the left). The Course Calendar-At-A-Glance is a one page summary that you can print and pin to your wall.

COURSE ASSUMPTIONS

All humans learn and all humans teach. Additionally, humans learn and teach in communities, and communities embody more knowledge than any one individual possesses. These characteristics have been fundamental first to human biological evolution, and then to the origin and evolution of cultures. Formal education takes place in a special community -- the learning community. The more cohesive the learning community and the more focused it is on shared goals, the more intense is the learning experience.

In the best of learning communities, both "instructor" and "students" are learners. The instructor takes responsibility for the overall goals and direction of the course, the materials, pacing, lessons, and assessment. But students must take responsibility for their own learning. They must bring questions to the table, and act critically upon the materials of the course. Learning cannot be passive; it's hard work. Certainly it's useful and rewarding, but like long distance running, it hurts a lot while you are doing it and feels great when you stop. After two day's rest, you feel stronger and swifter than you were before.

Online courses are in many ways more focused and intensive learning communities than those encountered in the classroom ("on the ground"). You will be reading a lot and writing a lot, and communicating intensively with your fellow class members. You will need to put in about 15 hours of study a week, and you should log into the classroom at least five times a week to receive the week's schedule, read your e-mail, post commentaries and other assignments, and read and discuss the work of others. It's assumed that we are all there to learn some anthropology, to develop and exercise critical thinking skills, and to stretch ourselves

creatively in the exploration of ideas. But above all we are all there to discover ways the tools of anthropology can illuminate our daily lives and current problems of the human condition.

COURSE ASSIGNMENTS AND MEANS OF ASSESSMENT

In order to receive credit for the course, students must complete all of the following.

Class Participation

Class participation refers to your contribution to the on-line discussions on topics in Biological Anthropology. I will open (and close) forums for discussion of different topics as we move through the course. Each week you should:

1. Post a detailed, comprehensive and well cited answer to each of the discussion questions asked on the discussion board each week, and at least ten (10) **additional** (though much shorter) messages in reply to other students' answers or replies. (The number is a goal--you are not being graded each week on discussion, per se, but that number should keep you among the top of the class each week in participation, which will count at the end of the course. In addition, you **will** meet one of the discussion questions as an essay on each quiz, so the work you do in discussion will materially benefit your grade on the quizzes and exams.)
2. Clearly contribute information to further understanding of the concepts involved in the readings.
3. Derive information only from the course texts or other assigned and approved sources and properly cite source (author and title) and page, table or figure numbers if available.
4. Exhibit a correct and comprehensive understanding of the issues (given that later messages can revise earlier ones).
5. Be courteous and "scientific" in attitude (see *Class Courtesy and Scientific Approach* in "Course Info" on the Homepage).

The purpose of discussion is to develop a deeper and more complete understanding of specific key concepts and problems in anthropology. **It is expected that you will receive full credit for discussion, provided you have adhered to the criteria above.** By fully participating in the week's discussion, you will be prepared for the essay questions at the end of each week's quiz.

Quizzes

Seven quizzes are given at various points during the course. The quiz will be accessible from Thursday morning through 12:00 am Monday night of each week (except of Thanksgiving week. See schedule for dates). Quizzes are timed and consist of (1) multiple-choice questions drawn from the texts and lectures and (2) one essay question that will be very similar to the discussion questions for the week. The purpose of the multiple-choice test is to assess the degree to which students have achieved a broad acquaintance with all the week's materials and can define key terms. Grading of the essays is based on the degree to which students have achieved a deeper and more comprehensive understanding of important concepts and problems in anthropology.

Midterm and Final Exams

The two exams will be time-limited multiple-choice and essay tests which will be posted mid-quarter and at the end of the course. Each exam will cover one-half of the course materials (see the *Course Description and Structure* document (on the left menu) for the specific time and dates). You will have two hours to complete and return each of these two exams.

GRADING

Grading of discussion, quizzes, exams, and course participation will rate your success in expressing the core concepts of anthropology.

Assignments	Total Points	% of Grade
Discussion: best 9 of 10 @ 20 points each	180	18 %
Quizzes : best 6 of 7 @ 50 pts each quiz	300	30 %
Exercises: 4 @ 30 points each	120	12 %
Midterm Exam: 1 @ 200 pts	200	20 %
Final Exam: 1 @ 200 pts	200	20 %
TOTAL	1000	100 %

Grade Palette

Letter	Decimal	Percentage Scale
A	4.0	96-100%
A -	3.7	90-95%
B+	3.3	87-89%
B	3.0	83-86%
B -	2.7	80-82%
C+	2.3	75-79%
C	2.0	65-74%
C -	1.7	60-64%
D+	1.3	56-59%
D	1.0	50-55%
F	0	< 50%
W	0	Official Withdrawal
HW	0	Hardship Withdrawal
I	0	Incomplete

Grade Policy

Official grade policy is given in the BCC Student Handbook, in print or online at <http://bellevuecollege.edu/catalog/enroll/grades.asp>. Grades **A** through **D** are passing grades in the course. The grade **W** is an official withdrawal from the course and is only given by the college, not by the instructor. If

you withdraw from the course by the 10th day of the quarter there will be no indication on your transcript. If you officially withdraw after the 10th day but before the end of the 7th week, you will receive a **W** on your transcript. To officially withdraw, you must contact the Registration Office and withdraw from the course via any approved media (see the BCC course catalog, in print or at <http://www.bcc.ctc.edu/enrollment/registration/withdrawing/>).

A Hardship Withdrawal (**HW**) after the official withdrawal period is over can be given by the instructor to students who have achieved a passing grade up to the time of the request and can demonstrate extenuating circumstances. Normally this is given only when medical or other unavoidable emergencies preclude finishing the course. A confirming note from a medical practitioner may be required.

An Incomplete (**I**) grade can be given, at the instructor's discretion, to students who have achieved a grade of **C-** or better **through the 10th week** of the class but cannot complete the final exam due to extenuating circumstances. The student must demonstrate why the I grade is appropriate. Granting of the incomplete is purely the prerogative of the instructor. An **I** will be posted to the transcript when submitted by the instructor with a contractual form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. The work for the course must be made up before the end of the next quarter. If the student fails to complete the designated assignment, an **F** grade will be posted.

Withdrawal from Class

College policy states that students must **formally** withdraw from a class by the end of the seventh week of the quarter. If a student has not withdrawn by that date, an appropriate letter grade will be given for course. Withdrawal from an online course must be done officially through BCC Registration (<http://www.bcc.ctc.edu/enrollment/registration/withdrawing/>). If you simply stop appearing in class, or attempt to delete the course from your myBlackboard directory, you will still be officially registered in the class. That usually results in receiving a final grade of F in the course.

PARTICIPATION POLICY

It is understood that one of the main motivations for taking an online course is that other obligations make it difficult or impossible to attend scheduled, "on-the-ground" college classes. Therefore, the basic unit of time in the course is the week. Materials will be posted or otherwise turned in by a specific deadline, but you will always have at least a week's warning about exactly what is due on that date so that you can do it at any time during the week.

You will need to spend about 15 hours a week on the course, in reading, thinking, writing, and discussing your ideas with others in online sessions. You should attend the Blackboard/Vista classroom at least five (5) times a week, but when you do so and where is of course up to you. It is best to log in at least once a day, if just to retrieve and print your e-mail. If you procrastinate and fail to log in for more than a few days, you will begin to get lost. Most people who drop out or fail online courses do so because they can't develop the habit of logging in daily to see what is going on and to keep in touch with their discussion group.

STUDENT RIGHTS AND RESPONSIBILITIES

You have the right to expect that your instructor will:

- provide a comprehensive syllabus and course calendar
- display all due dates for readings, exercises, and exams
- grade or otherwise respond to all submitted materials within four days
- monitor your group participation in the online classroom weekly and occasionally comment on it
- inform you of your current grade and relative class standing upon request
- respond to any e-mail and answer all appropriate questions in a timely manner
- behave professionally, respecting you as an individual of intelligence and sensitivity

As students, you have the responsibility to:

behave to all others in the class in a professional manner, being especially careful in e-mail and other electronic communications to avoid personal attacks, harsh criticisms, and objectionable language
 keep up with the course work and submit your work in on time
 support your group members to establish a genuine learning community.

Some Words on the Law, Ethics and Classroom Courtesy**Plagiarism**

Plagiarism may be defined as *copying something that someone else has written, or using someone else's idea, without permission and without citing the source*. The source may be either a published article, book, Web site, **or the work of another student**. All assignments submitted must be the student's own work. Whenever you have occasion to use someone else's words, even if only a single phrase, you must indicate this fact by quotation marks and by a citation. If you paraphrase a source, you must cite the source and page number directly after the paraphrase. Somewhere in your document (be it commentary, discussion, or an exam), usually at the bottom, you must fully document **all** the sources, giving the author's full name, the publication date, the title of the article or book, the title of the publication if it is an article, the publisher, and the full URL to the Web site if that is where you got the information. If you borrow without acknowledging a source you are plagiarizing. Please do not try to pass off someone else's work as your own!

Here are the rules for this course:

It is plagiarism if, in any written documents you present as your own, in fulfillment of any course assignment (discussion, quiz, exam, exercise, project, etc.) you:

- copy even a few consecutive words from any source not your own and present it as your own work
- copy even a few consecutive words from any source not your own and "forget" to put quotes around it
- attempt to paraphrase by changing only a few words of a sentence or paragraph not your own
- falsely cite a source
- cite a correct source but do so in such a way as to make it ambiguous which are your own words and which are the words from your source
- copy from another student's work from this or previous quarters

Avoiding Plagiarism

Simple. If in doubt, cite the source (including page number where you can).

BCC has an account with Turnitin.com and all suspect coursework will be submitted, via the BCC Library Media Services, to that company for evaluation. Check out the Turnitin.com Website at (<http://turnitin.com/>). Especially, view their definition of plagiarism and information on how to avoid it at http://turnitin.com/research_site/e_home.html. Here are a few more links, provided by BCC faculty, to help you understand what plagiarism is and [how to avoid it](#).

Penalty for Plagiarism

Students who are found to have plagiarized will receive *F* in the course, or a lesser penalty, at the instructor's discretion. Don't let something like this damage your career. If in doubt, cite; if still in doubt, ask.

Classroom Courtesy and Scientific Approach

To develop a learning community, we all need to be courteous and respectful of each other's work. Abrasive,

abusive, sarcastic or intimidating messages directed to anyone in the class, including the instructor, will not be tolerated.

That does not mean that you should avoid correcting, questioning and challenging each other, but I expect you to limit the subject of your agreements and disagreements to assigned subjects and to support your opinions with liberal citations from the texts and other recommended course materials. I also expect your discussion to be courteous and constructive in tone. The kinds of contributions you should make in your "Commentaries" and in "Discussion" are spelled out in the two documents about those subjects in the Syllabus folder.

If any of you feel intimidated by someone else's communications, private or public, please report it to me, along with copies of anything sent to you. I will isolate or expel anyone who persistently indulges in intimidating behavior of any kind. Anyone who has a problem with the pedagogy of this course should contact me privately -- do not attempt to create dissension in the classroom.

Anthropology is a social **science** course. Physical anthropology is both a social and natural science course. What the texts (and I) will present is the current scientific understanding of biological evolution--especially human evolution--cultural evolution, the origin of language, human cognition, cultural organization, and the vast diversity of human cultures and values. **The course may challenge many of your deepest beliefs about human nature and the origin and meaning of life.** While the broad outlines of human biological and cultural evolution are agreed upon in the field, as in any science there are numerous technical issues, arguments and outstanding questions yet to be resolved--that is the very nature and essence of science. Nevertheless, what is presented in this course represents a general consensus of anthropological thinking and **your task is to understand the concepts, whether you endorse them or not.** If you hold religious beliefs that run contrary to this scientific consensus, please keep them to yourself and answer questions from a purely scientific perspective (see "Handout 1: Thinking Scientifically" in the Week 1 lesson).

If you believe you may become upset by the subjects of the class or are obliged by your beliefs to actively repudiate the scientific explanation of human origins, please consider carefully whether you want to continue this course. Your purpose here is to learn and discuss what **anthropologists** think about humankind and human culture.

Policies of the Social Science Division

For general Social Science Division policies and rules regarding such matters as grading, withdrawals, and incompletes click on <http://www.bcc.ctc.edu/socsci/policies.asp>. I should add that this is a course in which YOU WILL GET OUT WHAT YOU PUT IN. If you are self-motivated and put in a good effort EACH WEEK, you will learn a lot and end up with a good grade. It will be necessary to put in a steady effort. Stay on schedule. I do not accept late work. If you have any problems regarding the course please feel free to contact me at anytime via Vista mail, which is private.

Other Anthropology Courses at BCC

In addition to *Physical Anthropology*, a course that focuses primarily on the biological variation of humans, BCC also offers a broad range of anthropology courses on campus as well as online, many more than most schools. Please see the class schedule for a complete list of the great class you can experience.

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