

## **Outcomes**

### **College-level Outcomes**

#### **1. Think critically, creatively, and reflectively**

Reason and imagination are fundamental to problem solving and critical examination of self and others.

- a. Create, integrate, and evaluate ideas across a range of contexts, cultures, and areas of knowledge
- b. Recognize and solve problems using creativity, analysis, and intuition
- c. Examine your own attitudes, values, and assumptions, and reflect on their implications and consequences

#### **2. Learn actively**

Learning is a personal, interactive achievement that results in greater expertise and a more comprehensive understanding of the world.

- a. Develop expertise, broaden perspectives, and deepen understanding of the world by seeking information and engaging in meaningful practice
- b. Construct meaning from expanding and conflicting information
- c. Engage in learning, both individually and with others, through reading, listening, observing, and doing
- d. Take responsibility for learning

#### **3. Interact in diverse and complex environments**

Successful negotiation through our increasingly complex, interdependent, and global society requires both knowledge and awareness of others and enhanced interaction skills.

- a. Build interpersonal skills through knowledge of diverse ideas, values, and perspectives
- b. Collaborate with others in complicated, dynamic, and ambiguous situations
- c. Practice civility, empathy, honesty, and personal responsibility

#### **4. Communicate with clarity and originality**

The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.

- a. Organize and articulate ideas for a range of audiences and purposes
- b. Use written, spoken, and symbolic forms to convey concepts creatively
- c. Use technology to gather, process, and communicate information

#### **Course Outcomes**

By the end of the course, students will:

- A. Illustrate their level of cultural literacy by:
  - i. Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
  - ii. Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
  - iii. Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
- B. Demonstrate their critical thinking and problem solving skills by:
  - i. Recognizing key principles of human biology and behavior (2.a)
  - ii. Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
  - iii. Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
  - iv. Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
  - v. Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
  - vi. Navigating the intricacies of team-based discussion, activities, and assignments (3)
- C. Illustrate their level of information literacy by:
  - i. Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
  - ii. Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
  - iii. Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support (2.a)

- D. Show their communication skills by:
- i. Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means (2c, 4)
  - ii. Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word (1a, 2b)
  - iii. Working with peers to successfully participate in and/or complete team-based discussion, activities and assignments (3)
  - iv. Utilizing ANGEL for transmission of assessments and assignments (4.c)

### **Unit Outcomes f2f/hybrid**

#### **Unit 1:**

Evolutionary Theory: Students will review basic genetics, explain modern evolutionary theory, interpret modern human variation, and research the history of evolutionary thought.

#### ***Week 1:***

Students will:

- Read the syllabus and Course Calendar [in class activity or anecdotal]
  - Complete the Plagiarism Pre- and Post-test (C, D.iii) [assessment]
  - Upload a Test File (D.iii) [homework]
- Read the materials on *The Scientific Method*
  - Identify the steps in the Scientific Method and give an example of hypothesis-testing using the Scientific Method. (B.iii) [in class activity]
  - Define the basic tenets of anthropology, including the concept of holism. (A.i) [anecdotal]
  - Define ethnocentrism and identify its positive and negative aspects. (A.iii) [anecdotal]
- Read the materials on *The History of Evolutionary Thought*
  - Describe the major players in the history of evolutionary thought and how each contributed to its development. (A.ii, B.i, B.ii, B.iii) [anecdotal]
  - Explain Darwin's theory of evolution, including its 5 basic tenets. Give real world illustrations of those tenets in action. Define all related terms. (B.i) [anecdotal]
- Present a Historical Figure Biography in class

- Conduct library- and internet-based research on an historical figure significant to the development of evolutionary thought and present the research findings through verbal and visual means. (D.i) [homework]
- Communicate ideas and information that demonstrates an understanding of the connection between the individual presented and the greater context of the development of evolutionary thought. (D.ii) [homework]

**Week 2:**

- Read the materials on *Cell Biology & Genetics*
  - Illustrate and label the parts of a eukaryotic cell and DNA. (B.i.) [in class activity]
  - Describe DNA replication and DNA's role in protein synthesis, transcription and translation, meiosis and mitosis. Define all related terms. (B.i.) [in class activity]
  - Describe Mendelian genetics, including his four postulates. Define all related terms. (B.i.) [anecdotal]
  - Illustrate Mendelian inheritance using Punnett squares (B.i) [in class activity]
  - Give examples of how molecular and Mendelian genetics are used in Biological Anthropology. (B.iv, B.v) [anecdotal]
  - Describe how molecular and Mendelian genetics function in the evolution of individuals and populations (B.iv, B.v) [anecdotal]
- Construct a Team Contract with fellow team members [in class activity]
- Submit a Historical Figure Biography online
  - Conduct library- and internet-based research on an historical figure significant to the development of evolutionary thought and present the research findings online through written and visual means, using a wiki. (D.i) [homework]
  - Communicate ideas and information that demonstrates an understanding of the connection between the individual presented and the greater context of the development of evolutionary thought. (D.ii) [homework]

**Week 3:**

- Read the materials on *Genetics & Evolution*
  - Describe the forces of evolution (from the Modern Synthesis) and explain how each one functions within and between populations. Give examples for each. Define all related terms. (B.i., B.iv, B.v) [anecdotal]
  - Describe how species multiply/change over time. Define the various species concepts and describe their positives/negatives in real-world applications. Define all related terms (B.i., B.iii, B.iv, B.v) [anecdotal]

**Week 4:**

- Read the materials on *Human Variation & Race*

- Describe how the forces of evolution (from the Modern Synthesis) work on human populations to create human variation. Give examples of each. Define all related terms. (B.i., B.iv) [anecdotal, assessment]
- Describe how biocultural factors affect human variation. Give an example. (A.i, A.ii, B.iv) [anecdotal, assessment]
- Define “adaptation”, describe the various levels of adaptation, and give example of each. (B.i., B.ii, B.iv, B.v) [anecdotal, assessment]
- Describe the role that race has played in Biological Anthropology and the role that ethnocentrism has played in biological vs. cultural definitions of race. (A.ii, A.iii, B.ii, B.iii, D.ii) [anecdotal, assessment]
- Write a critical comparison of a pair of articles, one from the popular press and one from the scientific literature, on the same topic (related to Biological Anthropology). (B.ii, B.iii, C.i, C.ii, C.iii) [homework]
- Create an exam based on the information covered in Unit 1. (A.i, A.ii, A.iii, B.i, B.ii, B.iii, B.iv, B.v, D.ii) [homework]

## **Unit 2:**

Non-Human Primates: Students will examine skeletal anatomy, classify primate taxonomic categories, research the modern non-human primates, apply primate socioecological theory, and describe primate evolution.

### ***Week 5:***

- Read the materials on *Skeletal Anatomy, Classification & Primate Characteristics*
  - Identify parts of the primate skeleton (B.i, B.v) [assessment]
  - Identify the key elements of classification schema (B.i) [assessment]
  - Describe primate shared characteristics and explain why those characteristics are important in anthropology (A.i, B.i, B.ii, B.iv) [anecdotal, assessment]

### ***Week 6:***

- Read the materials on *Living Primates, Primate Ecology & Behavior*
  - Explain the various relationships between primate behavior (including social behavior) and the environment. Define all related terms. (B.i, B.ii, B.v) [anecdotal, assessment]

### ***Week 7:***

- Present a Primate Biography in class
  - Conduct library- and internet-based research on a primate species and present the research findings through verbal and visual means. (D.i) [homework]

- Communicate ideas and information that demonstrates an understanding of the connection between the species presented and the greater context of primate ecology and behavior. (D.ii) [homework]
- Read the materials on *Fossils*
  - Describe how something becomes a fossil and what environments are good/bad for fossilization. (B.i, B.v) [anecdotal, assessment]
  - Identify the various fossil dating and environmental reconstruction techniques. List their advantages/disadvantages. Define all related terms. (B.i, B.v) [anecdotal, assessment]

### **Week 8:**

- Read the materials on *Primate Evolution*
  - Describe the evolution of primates, focusing on the development of the “shared primate characteristics”. Identify when/where/how the major primate taxonomic groups branched off and what role environmental change played in primate evolution. Define all related terms. (B.i, B.iii, B.v) [anecdotal, assessment, in class activity]
- Submit a Primate Biography online
  - Conduct library- and internet-based research on a primate species and present the research findings online through written and visual means. (D.i) [homework]
  - Communicate ideas and information that demonstrates an understanding of the connection between the species presented and the greater context of primate ecology and behavior. (D.ii) [homework]
- Participate in a group-based in-class debate on a topic in Biological Anthropology (A.ii, B.ii, B. iii, B. iv, C.iii, D.i, D.ii) [homework]
- Create an exam based on the information covered in Unit 2. (A.i, A.ii, A.iii, B.i, B.ii, B.iii, B.iv, B.v, D.ii) [homework]

### **Unit 3:**

Human Evolution: Students will explain the origins of bipedalism and encephalization of the brain. Students will also describe the evolution of hominins.

### **Week 9:**

- Read the materials on *Bipedalism & Big Brains*
  - Explain the various theories for the evolution of bipedalism. Identify what/how various parts of the primate body had to change in order for bipedalism to occur. (B.i, B.iii) [anecdotal, assessment]

- Explain the various theories for the evolution of primate intelligence. Give examples for each of these theories from the nonhuman primates. (B.ii, B.iii, B.iv, B.v) [anecdotal, assessment]
- Read the materials on *Early Hominins*
  - Describe the evolution of the early proto-hominids and Australopithecines, focusing on the emergence and development of modern human characteristics (biological and behavioral). Identify how the environment and environmental change is related to this evolution. Define all related terms. (B.i, B.iii, B.iv, B.v) [anecdotal, assessment]

**Week 10:**

- Read the materials on *Early Homo*
  - Describe the evolution of Early Homo, focusing on the emergence and development of modern human characteristics (biological and behavioral). Identify how the environment and environmental change is related to this evolution. Define all related terms. (B.i, B.iii, B.iv, B.v) [anecdotal, assessment]
- Read the materials on *Modern Humans*
  - Describe the evolution of modern humans, focusing on the emergence and development of modern human characteristics (biological and behavioral). Identify how the environment and environmental change is related to this evolution. Define all related terms. (B.i, B.iii, B.iv, B.v) [anecdotal, assessment]
- Write a critical essay on the Dettwyler ethnography and participate in an in-class discussion on the book. (A.i, A.ii, A.iii, B.iv, D.ii) [homework]

**Week 11:**

- Create an exam based on the information covered in Unit 3. (A.i, A.ii, A.iii, B.i, B.ii, B.iii, B.iv, B.v, D.ii) [homework]

**Week 11/12 (depending on how long the quarter is):**

- Present a public awareness campaign in-class. (A.i, A.ii, B.i, B.ii, B.iii, B.iv, B.v, C.i, C.ii, C.iii, D.i, D.ii) [homework]