Washtenaw Community College Comprehensive Report

ANT 202 Introduction to Physical Anthropology
Effective Term: Fall 2022

Course Cover

College: Humanities, Social and Behavioral Sciences
Division: Humanities, Social and Behavioral Sciences
Department: Social Sciences
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: Three Year Review / Assessment Report
Change Information:
Consultation with all departments affected by this course is required.
Course description
Outcomes/Assessment
Objectives/Evaluation
Rationale: An online version of this course is in development. Course description, objectives, and student learning outcomes need to be updated to better reflect this new modality and to differentiate content with ANT245 (Biological Anthropology).
Proposed Start Semester: Fall 2022
Course Description: In this course, students will examine the biological basis for genetic, temporal, and geographic variation within modern humans and human ancestors. Major areas of coverage will include the scientific method, human genetics and heredity, evolutionary theory, archaeological methods, primate taxonomy, primate and hominin evolution, the hominin fossil record, and the prehistoric archaeological evidence for cultural evolution. Modern human variation, including adaptive responses to stress and the use (and abuse) of racialized taxonomies will also be examined.

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

No Level Required

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. Describe the hypothesis and data in an article relevant to physical anthropology and evaluate the scientific legitimacy of its conclusion.
   Assessment 1
   Assessment Tool: Short answer questions related to the critical reading assignment
   Assessment Date: Fall 2022
   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: Rubric
   Standard of success to be used for this assessment: 75% of students will score 80% or higher (20 points out of a possible 25 points or higher) on the rubric.
   Who will score and analyze the data: Department faculty

2. Evaluate/critique theory and conclusions relevant to human evolution, environmental adaptation, and modern human variation.
   Assessment 1
   Assessment Tool: Discussion Board
   Assessment Date: Fall 2022
   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: Rubric
   Standard of success to be used for this assessment: 75% of students will score 80% or higher (4 out of 5 points or higher) on outcome-related discussion topics.
   Who will score and analyze the data: Department faculty

3. Apply concepts from physical anthropology to the interpretation of the human evolutionary record.
   Assessment 1
   Assessment Tool: Outcome-related exam questions
   Assessment Date: Fall 2022
   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: 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: Department faculty

Course Objectives

1. Differentiate between the four sub-fields of Anthropology (cultural, archaeology, physical/biological, linguistic).
2. Identify the requirements of a scientific theory and contrast these requirements with other justifications for belief.
3. Critique the legitimacy of a scientific conclusion.
4. Recognize the function of DNA and RNA in protein synthesis and heredity.
5. Identify cellular and chromosomal structures/processes relevant to sexual reproduction and heredity.
6. Differentiate between the four forces of evolution: natural selection, mutation, gene drift, and gene flow.
7. Contrast micro and macro evolutionary processes and identify the major types of speciation.
8. Recognize the major clades of modern primates and identify features specific to each clade.
9. Assess the usefulness of primate behavior studies for explaining human behavior.
10. Identify the major components of the archaeological record and list the important archaeological methods for testing paleoanthropological hypotheses.
11. Assess the predominant models for the emergence of bipedalism during the Late Miocene and Pliocene epochs.
12. Identify Late Miocene and Pliocene hominins and point out their distinctive features.
13. Identify the Lower Paleolithic tool making traditions.
14. Identify the factors that affected Pleistocene climate change and explain how these changes affected the cultural behavior of human ancestors.
15. Assess the relationship of Archaic Homo sapiens (Pre-Modern Homo sapiens, H. heidelbergensis) to anatomically modern Homo sapiens and describe the cultural adaptations of the Middle Paleolithic.
16. Describe the relevant components of Upper Paleolithic culture and contrast Upper Paleolithic technology with that of the Middle and Lower Pleistocene.
17. Recognize the natural forces that have driven human variation, discriminate between racial/clinal differences.
18. Identify the environmental stresses that affect modern human phenotypes and explain the physical and cultural adaptations to these stressors.
19. Recognize the key differences between human life stages and those of other primates.
20. Identify factors that have led to epidemiologic and demographic changes within modern human populations.

New Resources for Course

Course Textbooks/Resources

Textbooks

Jurmain, R; Kilgore, L; Trevathan, W; Bartelink, E. *Essentials of Physical Anthropology*, 10th ed. Cengage, 2017, ISBN: 9781305633810.

Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom
Computer workstations/lab
Data projector/computer

Reviewer	Action	Date
Faculty Preparer:		

Christopher Barrett	*Faculty Preparer*	*Feb 16, 2022*
Department Chair/Area Director:		
Christopher Barrett	*Recommend Approval*	*Feb 16, 2022*
Dean:		
Scott Britten	*Recommend Approval*	*Feb 17, 2022*
Curriculum Committee Chair:		
Randy Van Wagnen	*Recommend Approval*	*Mar 17, 2022*
Assessment Committee Chair:		
Shawn Deron	*Recommend Approval*	*Mar 18, 2022*
Vice President for Instruction:		
Kimberly Hurns	*Approve*	*Mar 22, 2022*

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
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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

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

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College-Level Math

Requisites

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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.
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12. Assess the predominant models for the emergence of bipedalism during the Late Miocene and Pliocene epochs.
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New Resources for Course

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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*