Douglas College

EFFECTIVE: SEPTEMBER 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

B: Department/ Program Area: **SOCIOLOGY/ANTHROPOLOGY HUMANITIES & SOCIAL SCIENCES**

Date: **MAY 2002**

New Course | | Revision | **X**

If Revision, Section(s) Revised: **N, O, P, Q, R**

Date Last Revised: **OCTOBER 1994**

C: **ANTH 111** **D:** **INTRODUCTION TO PHYSICAL ANTHROPOLOGY** **E:** **3**

Subject & Course No. | Descriptive Title | Semester Credits

F: Calendar Description: This course surveys the scope, goals, and major discoveries of physical anthropology, dealing particularly with human biological evolution, the hominid fossil record, and present physical diversity.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

Lecture 4 hrs. per week / semester

Number of Weeks per Semester: **14**

H: Course Prerequisites:

NONE

I. Course Corequisites:

NONE

J. Course for which this Course is a Prerequisite:

ANTH 210

K. Maximum Class Size:

35

L: PLEASE INDICATE:

- [ ] Non-Credit
- [ ] College Credit Non-Transfer
- [X] College Credit Transfer: Requested [ ] Granted [X]

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. Discuss scope and goals of physical anthropology, and its place within and contributions to the broader discipline of anthropology.
2. Discuss the major subfields of physical anthropology and the research techniques employed by each.
3. Outline the major theories of biological evolution, from Darwin and Mendel to the modern synthesis.
4. Identify major skeletal elements of the human body.
5. Discuss the importance of studies of our closest relatives, the non-human primates, to the understanding of human biology and evolution.
6. Discuss the hominid fossil record: how it is formed, major discoveries and interpretations, and the limitations inherent in the data.
7. Assess the major techniques of dating fossil discoveries and their limitations.
8. Discuss modern human physical diversity and theories on the adaptive value of such inherited traits.

N: Course Content

1. Introduction:
   The Discipline of Anthropology and its Subdivisions
   The Scope, Goals, and Techniques of Physical Anthropology
2. Background to Modern Evolutionary Theory:
   Early Concepts of Human Antiquity
   Darwin and His Contemporaries
   Mendel and the Beginnings of Modern Genetics
3. The Genetic Basis of Human Evolution
4. Human Osteology
5. Primatology:
   Modern Studies of Non-human Primates and Implications for Human Evolution
6. Geological Time and the Fossil Primates
7. Early Fossil Hominids of the Plio-Pleistocene
8. Homo Erectus
9. Homo Sapiens - Neanderthal and Modern
10. Contemporary Human Physical Adaptability and Variation

O: Methods of Instruction

Course content will be conveyed through lectures. Extensive use will be made of human skeletal elements and casts of fossil hominid discoveries at relevant points in the class presentations. Videos and slides will also be used to present course material.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. A typical example would be:

Jurmain, R., H. Nelson, L. Kilgore and W. Trevathan. (2001). Essentials of Physical Anthropology (4 ed.) Wadsworth.

Q: Means of Assessment

The evaluation will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

An example of an evaluation scheme would be:

3 exams (each on 1/3 of the course - 25% each)	75%
2 identification quizzes (5% each)	10%
1 short paper (on a specific aspect of interpreting the fossil record)	10%
Attendance and participation	5%
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Alan McMillan

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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