



**EFFECTIVE: JANUARY 2005**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Effective Date: **JANUARY 2005**

**B:** Department / **ANTHROPOLOGY** Revision  New Course   
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **J, Q**  
 Date of Previous Revision: **APRIL 2004**  
 Date of Current Revision: **OCTOBER 2004**

**C: ANTH 1111 D: INTRODUCTION TO PHYSICAL ANTHROPOLOGY E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	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.	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites:  <b>NONE</b>
	Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>	<b>I:</b> Course Corequisites:  <b>NONE</b>
	Number of Contact Hours: (per week /semester for each descriptor)  <b>Lecture 4 hrs. per week/semester</b>	<b>J:</b> Course for which this Course is a Prerequisite  <b>ANTH 2210 and ANTH 2212</b>
	Number of Weeks per Semester: <b>15</b>	<b>K:</b> Maximum Class Size:  <b>35</b>
<b>L: PLEASE INDICATE:</b>		
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M: Course Objectives / Learning Outcomes**

At the conclusion of the course the successful 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 Subdivision  
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 Pli-Pleistocene
8. Homo Erectus
9. Homo Sapiens– Neanderthal and Modern
10. Contemporary Human Physical Adaptability and Variation

<p><b>O: Methods of Instruction</b></p> <p>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>										
<p><b>P: Textbooks and Materials to be Purchased by Students</b></p> <p>Texts will be updated periodically. A typical example would be:</p> <p>Jurmain, R., H. Nelson, Kilgore, L. &amp; Trevathan, W. (2001). <u>Essentials of Physical Anthropology</u> (4 ed.). Wadsworth.</p>										
<p><b>Q. Means of Assessment</b></p> <p>Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific criteria during the first week of classes.</p> <p>An example of a possible evaluation scheme would be:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Exams (3 x 25% each)</td> <td style="text-align: right; padding-right: 20px;">75%</td> </tr> <tr> <td style="padding-left: 20px;">Quizzes (2 x 5% each)</td> <td style="text-align: right; padding-right: 20px;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Short Paper (on a specific aspect of interpreting the fossil record)</td> <td style="text-align: right; padding-right: 20px;">10%</td> </tr> <tr> <td style="padding-left: 20px;">Attendance and Participation</td> <td style="text-align: right; padding-right: 20px;"><u>5%</u></td> </tr> <tr> <td></td> <td style="text-align: right; padding-right: 20px;">100%</td> </tr> </table>	Exams (3 x 25% each)	75%	Quizzes (2 x 5% each)	10%	Short Paper (on a specific aspect of interpreting the fossil record)	10%	Attendance and Participation	<u>5%</u>		100%
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Attendance and Participation	<u>5%</u>									
	100%									
<p><b>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</b></p> <p>No.</p>										

Course Designer(s): Alan McMillan

Education Council / Curriculum Committee Representative

Dean / Director

Registrar