



ANTH-C1001: INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Also listed as: ANTH-C1001H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

ANTH - Anthropology

Course Number

C1001

Course Title

Introduction to Biological Anthropology

Short Title

Biological Anthro.

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online



Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course**
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional**
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course**

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

- Discussion Boards - Course and technical issues are addressed in a separate discussion board. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.
- Email Communication - E-mail communication may be used to reinforce announcement and discussion board communication. It is recommended that faculty will respond within 48 hours, except for holidays and weekends.

Honors / Non-honors

ANTH-C1001H

C-ID (Admin Only)

C-ID ANTH 110

CB 00

CCC000320476

Course Title

Introduction to Biological Anthropology - Honors

Approved Cal-GETC Area

AREA-5B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ANTH 110



Catalog Description

In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course.

Codes

TOP Code (CB 03)

2202.00 - Anthropology

CIP Code

45.0202 - Physical and Biological Anthropology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Anthropology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS A - Natural and Physical Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-5B

Learning Objectives

Learning Objectives

Learning Objective
1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology.
3. Identify the biological and cultural factors responsible for human variation.
4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.
5. Describe the basic biological processes of meiosis, mitosis, DNA replication and protein synthesis.
6. Distinguish between the different mechanisms of evolution, emphasizing the role of natural selection.
7. Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
8. Evaluate the role that different scientists and other historical figures had on the development of evolutionary theory.
9. Explain the basic principles of Mendelian, molecular and population genetics.
10. Analyze the biological concept of "race" and explain the failure of the concept to explain and describe human variation.
11. Appraise the relevance of primate ethology to the study of the behavior of human ancestors.
12. Evaluate existing fossil evidence of hominin evolution, including dating techniques.

Honors Objectives

- Construct an effective argument through the integration of information from different sources.
- Appraise primary and secondary sources and recognize the qualities that make sources effective.
- Examine the scientific research as it applies to biological anthropology.
- Develop independent research, learning, and presentation skills.

- Assess at least one major current issue in the discipline (e.g. assessing the different models of modern human origins or examining modern perspectives on modern human variation) by applying course content in the honors project.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will criticize the standard societal construction of race by relating phenotypic diversity to environmental constraints and differentiate between biological outcomes related to social factors and those related to biological factors.
2. Students will criticize the standard societal construction of race through recognition of the significance of clinal variation and by criticizing the organization of traits into racial categories.
3. Students will assess the process of the scientific method as a means of understanding natural phenomena, differentiating between hypothesis and theory and recognizing replication as a central element of the scientific method.
4. Students will distinguish and apply appropriate source material, both appraising source material and applying sources effectively.

Content

Course Lecture Content

1. The nature of scientific inquiry and the scientific method
2. The anthropological perspective
3. Development of biological evolutionary thought
4. Molecular, Mendelian, and population genetics
5. Mechanisms/forces of evolution
6. Comparative primate taxonomy, anatomy, and behavioral ecology
7. The fossil record, geologic time, and dating methods
8. The fossil, archaeological, and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation
10. Understanding ancestry, racism, and the invalidity of biological race in humans

CCN Expanded Lecture Content

1. Anthropology and Human Evolution
 - a. Introduction to anthropology and Biological Anthropology
 - b. Scientific Methodology
 - c. History and context for the development of evolutionary thinking, with a recognition of the lack of diversity associated with the significant figures involved in the research and discipline
2. Basic Biology and Natural Selection
 - a. Genetics
 - b. Cell Division
 - c. DNA structure, replication, and protein synthesis
 - d. Biological concepts of sex and gender
 - e. Evolutionary mechanisms
 - f. What is a Species?
3. Who are the Primates?
 - a. The taxonomy of the Order Primates
 - b. The anatomical and behavioral characteristics of the Primates
 - c. Primate ethology
 - d. Examination of different hypotheses as explanations for primate characteristics
 - e. The primate (mammalian) skeleton
 - f. Skeletal distinctions between apes and hominins
4. The fossil record of hominin evolution
 - a. Earliest hominins, including *Ardipithecus* and *Australopithecus*
 - b. Earliest members of the genus *Homo*, including *H. habilis* and *H. erectus*
 - c. Traditional hypotheses as explanations for hominin evolution
 - d. Alternative hypotheses as explanations for hominin evolution

- e. Who were the Neandertals?
 - f. Modern human beings and the Upper Paleolithic
 - g. The phylogenetic relations between fossil hominins
5. Biological basis of modern human variation

Honors Content

The topics to be covered in the honors component are identical to those in ANTH-C1001H but students will investigate selected topics (such as modern human origins or primate diversity) in much more depth than the regular section. Additionally the honors students may investigate subjects that go beyond the scope of the regular class (such as the role of epigenetics)

Honors assignments will cover specific issues about human origins and evolution. Assignments can include (but are not limited to) topics such as:

- i. The evolution of New World monkeys,
- ii. The evolutionary processes affecting the adaptive radiation of hominins around 2 million years ago,
- iii. The question of whether humans are continuing to actively evolve.
- iv. Is Race a biologically valid concept – Identify what is meant by Race in terms of biology and is it a biologically meaningful concept?

Major assignments and auxiliary assignments will require that students familiarize themselves with and utilize information about human evolutionary processes, natural selection, concepts of speciation, and/or the fossil record.

Methods of Instruction

Method

Discussion

Integration

In-class discussions (whole-class or small-group) will be used to stimulate critical evaluations of different hypotheses and concepts (such as particular hypotheses about the development of primate anatomy, or origins of different types of human behavior).

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms.

Method

Homework

Integration

Homework assignments will integrate information from the classroom with information from textbooks and supplemental materials (which may include but are not limited to websites, magazines and journals, novels, and current popular books). For example students might be asked to create a timeline of fossil hominin species, complete problems related to the inheritance of particular genetic traits, or describe variable human karyotypes with respect to sex diversity (such as XX, XO, XY, XYY, XXX, etc...).

DE Adaptations for MOI

Assignment instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

Method

Lecture

Integration

In class lectures and presentations will be used to introduce topics, present information about the topics, and to stimulate discussion. These presentations allow the depiction of a wide variety of concepts within the course with the visual enhancement of photos, maps, and diagrams (e.g. lecture on the various ideas that had been developed prior to Darwin's discovery of Natural Selection, or the lack for the biological basis of race in humans).

DE Adaptations for MOI

Lecture can be communicated through the CMS in a variety of formats including accessible slide presentations and video lectures. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through accessible video conferencing platforms.

Method

Film/video Viewing and Discussion

Integration

Films will be utilized to accomplish several of the course objectives. For one, film footage of non-human primate behavior is necessary because we do not have non-human primates available for observation in the wild in this country. Film allows students to "meet" individual researchers and experience the researchers' own descriptions of their work. Film is also available which contains simulations of the process of fossilization, thereby allowing students to envision the variable nature of this process. Other films simulate the biological processes involved in cell division. Films can be shown in their entirety or through selected clips. Class discussion (either small group or whole class) will often follow the viewing in order to contextualize the film.

DE Adaptations for MOI

Accessible videos can be made available to online students through the CMS as well as through online video databases through the Library (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films).

Method

Observation and Demonstration

Integration

Hands-on demonstrations with models of skeletal material allow a multi-sensory understanding of the structure of the skeleton, and of skeletal differences between various primate taxa, and morphological differences among humans (demonstrating that variation in traits is due to environmental parameters not inherent "racial" features). This serves as a basis for evaluating the similarities among the primates and for evaluating the distinctive characteristics of the hominins.

DE Adaptations for MOI

Accessible three dimensional, interactive skeletons of apes, monkeys and prosimians (as well as human) are available on the web, for example at www.eskeletons.org. In addition, the full-color book A Photographic Atlas for Physical Anthropology, could provide two dimensional photographs of primate skeletons. Accessible versions of these types of books and other resources are available. Both resources can serve as a basis for evaluating the similarities among primates and the distinctive characteristics of hominins.

Method

Reading

Integration

Readings will be assigned on famous discoveries or classic articles to provide additional accounts of the information, for example an article might be assigned on the validity of race as a concept or on the impact of the Piltdown Hoax. These readings can then be discussed in class or response papers based on the material can be assigned.

DE Adaptations for MOI

Article can be assigned in the CMS and the students can read and either comment on the readings as part of discussion boards or write response papers than can be submitted to the instructor via email or through the CMS.

Method

Projects

Integration

Students will be able to apply the material learned in the lectures, discussions and readings along with their own library research to the production of a paper, presentation or some other product. These projects can relate to sharing information about a fossil or

primate species, demonstrating how to overcome a misconception about evolution or primate behavior, or describing the biography of an important figure in the discipline.

DE Adaptations for MOI

Students will be expected to complete projects that involve applying the material presented in class in a visual or paper format. Accessible project instructions will be provided through the CMS, and students can submit their completed projects into the Assignment Pages within the CMS.

Additional Methods of Instruction for Honors

A. Students and instructors will meet several times (minimum of three times) over the course of the semester to discuss research findings or assigned readings or other appropriate topics as determined by the instructor. These meetings can either be small group meetings with other honors students or one-on-one meetings with the instructor.

Adapted for distance learning, Honors meetings will be hosted through video conferencing platforms, including one-on-one meetings between the Instructor and individual Honors students and/or meetings between the Instructor and all Honors students enrolled in that Honors section. Readings will be delivered through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS.

B. Assigned films, readings and questions posed by the instructor can serve as directed reading or film viewing exercises to help students understand the significance of particular concepts or texts. Students will also be expected to discuss these films or readings in honors small group discussions.

Adapted for distance learning, readings will be distributed through the CMS, and students will submit their written answers through the CMS before or during individual Honors meetings using video conferencing software.

C. Service Learning: Honors students may engage in service learning projects where they identify a local organization and volunteer as part of the community outreach component of that organization. Ideally the organization would not be one that the student is already familiar with. If this option is selected, the student is required to complete a proposal prior to the beginning of volunteering and is expected to volunteer a minimum of 10 hours over the course of the semester. The student will also be expected to complete a reflection paper that incorporates outside research.

Adapted for distance learning, service learning activities can be done in the same manner just in nearby communities and organizations.

D. Depending on the topic of the research project, a field trip to the Zoo or a relevant Museum could be used to help honors students gain a more hands-on understanding of the material for the assignment.

Adapted for distance learning, students will complete a virtual tour of a curated exhibit or critically assess a film or documentary about a specific fossil or primate species.

E. Oral Presentations may be used to provide students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions. These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.

Adapted for distance learning, students will meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students.

Methods of Evaluation

Method

Class Participation

Integration

Class participation can be evaluated based on the frequency and quality of student participation in class discussion (such as a discussion of the validity of the concept of race), and on the completion of in class activities.

DE Adaptations for MOE

Class participation will be evaluated on the frequency, relevance and appropriateness of student responses in in-class discussion regarding lecture material. Students will obtain instructor feedback through participation assignments in the CMS, along with putting feedback in the comments section of those assignments.

Method

Exams/Tests

Integration

The objective portions of the exams or tests (such as T/F or Multiple Choice) will evaluate the ability to understand the parameters of biological anthropology and scientific knowledge. The short answer and short essay portions of the exam or test will be evaluated based on the students demonstrated ability to apply knowledge and use appropriate examples.

DE Adaptations for MOE

Exams and Tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often instructor feedback will take place within 48 to 72 hours after the due date.

Method

Homework

Integration

Students will complete homework assignments, such as defining lists of terms and concepts (for example the concepts of sex, gender, intersex, etc) or completion of Mendelian inheritance and genetics problems, to demonstrate preparedness for class lectures or activities. Homework will be evaluated on accuracy, completeness, and relevance.

DE Adaptations for MOE

Homework can be submitted to the CMS and graded by the instructor. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Papers

Integration

Research papers, as well as Response Papers reviewing readings or experiences (such as performances, outside lectures, or museum exhibitions), will demonstrate the student's ability to incorporate concepts from biological anthropology to critically assess information presented. Papers will be evaluated on accuracy, correct use of anthropology terminology, completeness, relevance, and effective writing;

DE Adaptations for MOE

Papers will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Projects

Integration

Projects will be evaluated on the basis of the student's application of theoretical models presented in class and in the readings (such as evaluating different models of primate taxonomy), to the issues in the assignment. Projects will be evaluated on relevance, appropriate use of anthropological terminology and concepts, completeness, effective writing.

DE Adaptations for MOE

Projects will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Quizzes

Integration

Quizzes will be used to assess students' ability to recall necessary information at regular intervals during the semester. Most quizzes will be composed of primarily multiple-choice, fill-in-the-blank, short answer, or definition questions and will be evaluated on accuracy and relevance.

DE Adaptations for MOE

Quizzes are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a cultural significant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

CCN Methods of Evaluation

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, quizzes, exams, projects, and academic writing.

Methods of evaluation are at the discretion of local faculty.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and additional honors assignments.

Research papers will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy and proper use of spelling, syntax, and grammar.

Service learning reflection papers will be evaluated on the thoughtful reflection on the service learning experience, the effective incorporation of academic source material into the reflection and integration of course themes into the paper. Papers will also be assessed on proper use of spelling, grammar, and syntax.

Response papers will be based on the quality of the analysis of the text, incorporation of class themes, and effective use of proper spelling, syntax, and grammar.

Oral presentations will be evaluated on clarity of argument, effective use of supporting evidence, effective integration of material from disparate sources, the number and type of references consulted, depth of analysis, overall accuracy, and effective use of image accompanying the presentation.

Assignments

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will read the assigned article (How Real is Race? by Carol Mukopadhyay and Rosemary Henze) and come to class prepared to discuss the historical circumstances involved in the development of the concept of race as well as the biological validity of that concept. Make sure to prepare for the class by writing a short summary of the article and including a key concept from the article along with a question that you still have about the article.

How assignment will be adapted in online format

This assignment can be adapted for the online format by using the Discussion Boards in the CMS to assign the articles, pose the discussion prompt and facilitate the discussion. Students would then be expected to respond to several of their classmates and either respond to the key point identified in the first student's post or attempt an answer to questions posed by their peers.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will complete a semester long group project based on library research. The project will require your group to develop a creative public education product designed to help people overcome a common misunderstanding about evolution or physical anthropology. The product can take the form of a series of posters, a comic book, a board game, a short PSA style video, or any other creative format.

How assignment will be adapted in online format

This assignment can be completed in the same exact manner in the online format, and submitted via the CMS. Students will have to work together to through the CMS or alternative messaging systems (such as Discord) to communicate, plan and divide labor effectively between them.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Protein Synthesis Tacos - You will use a worksheet to practice transcribing DNA base triplets to Messenger RNA Codons in order to construct a protein (made of amino acids) using the metaphor of a taco (with the amino acids taking the form of taco ingredients). At first, you will use a transcribing chart that your instructor will provide to you to figure out how the transcribe the codons. As the worksheet continues, you will learn to bypass the chart because of your increasing familiarity with the biological processes involved in protein synthesis.

How assignment will be adapted in online format

This assignment can be adapted for the online format by using Google Docs that students share in a video conferencing break out room (for synchronous classes) or can also be done asynchronously through a .pdf delivered in the CMS. Alternatively, this activity can be modified for an asynchronous class to allow students to build a protein using household objects, allowing for tactile learning.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Examine the following karyotypes and identify whether they could be human? How can you tell? For highlighted ones, also identify if there is any evidence for diversity in sex chromosome present and what that might mean for the individual

How assignment will be adapted in online format

This assignment can be completed in the same exact manner in the online format, and submitted via the CMS. As a homework assignment, students will be working on their own and at their own pace and once completed the homework can up uploaded to the assignment page.

Honors Assignments

Assignment

Students will complete all regular course requirements for ANTH-C1001 and be graded according to the standards used for the rest of the class. In addition students will be expected to complete one of option A or B, as well as either option C or D.

Assignment

A. The student will complete a research paper, 8-12 pages long, typed, double-spaced on a topic selected by the student in collaboration with the instructor. A minimum of 8 sources of academic quality will be used in the development of the paper. Potential options for the paper may include an examination of monogamy and the human physiology, our current understanding of ancient DNA, or an examination of race as a biologically or socially relevant concept.

Adapted for distance learning, students will access current research through online library collections through MSJC or a university that allows access to library holdings, and submit their research paper through the Assignment Pages within the CMS. Feedback will be given as instructor comments and/or through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The paper should incorporate academic research and advance the academic conversation in an effective manner. Honors students will be finding and using appropriate academic source material and integrating these sources into a coherent argument.

Assignment

B. The student will engage in a service learning project. The student and instructor will identify a local organization where the student can volunteer to assist in some manner, for instance examples might include at a museum, school or relevant organization. The student will be expected to volunteer a minimum of 10 hours with this organization over the course of the semester. The student will be expected to keep track of their volunteer hours. Additionally the student will prepare a 4-7 page reflection on the experience incorporating a minimum of 3 outside, academic sources. The student will also be encouraged to share any reflection or findings with the organization.

Adapted for distance learning, students will complete their volunteering in a distance format that is approved by the organization and meets the needs of the organization, and preferably through methods that the organization already facilitates. Feedback will be given as instructor comments and/or through the use of rubrics within the CMS.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the community and be able to see how people interact with the chosen organization. The student will also be expected to engage with an awareness and understanding of the role of the organization.

Assignment

C. The student or students will read biological anthropologically focused readings (either a single book or collection of articles). Examples of appropriate readings include DNA USA by Brian Sykes, Masters of the Planet by Ian Tattersall, or The 10,000 Year Explosion by Henry Harpending and Brian Cochran. The topics for the articles could include a collection of articles about a particular fossil species (Homo naledi for example) or about a current popular culture debate (teaching of evolution or the requirement of

vaccinations). The student will also complete a 2-3-page response paper analyzing some of the themes in the readings and discussion and may also participate in a small group discussion with the instructor and other honors students.

Adapted for distance learning, readings will be distributed through the CMS, and students will submit their written answers into the Assignment Pages within the CMS to the Instructor before or during individual Honors meetings using video conferencing software. Feedback will be given as instructor comments and/or through the use of rubrics within the CMS.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

These books and articles present scientifically relevant material that will require the student to connect the ideas presented to those discussed in the class. Completing a response paper or participating in the small group discussion will further require the student to be comfortable and confident in their grasp of the material.

Assignment

D. The student will complete a 10-15 minute presentation using the material and conclusion generated through the research constructed from option A or B. The presentation will be done to either the class as a whole or in another venue (such as the college wide research symposium, or to the organization where the student performed the Service Learning volunteering).

Adapted for distance learning, students will meet virtually through video conferencing platforms to give presentations before the Instructor and/or to the Instructor and other students. Feedback will be given as instructor comments and/or through the use of rubrics within the CMS.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic manner with others while helping to gain skills that will help them as they continue on their educational path.

Course Materials**Textbooks**

Textbook choice is the discretion of faculty.

Texts can include, but are not limited to, the following:

- Shook, B., Braff, L., Nelson, K., & Aguilera, K. (Eds.). (2023). Explorations: An Open Invitation to Biological Anthropology. 2nd ed.: LibreTexts / American Anthropological Association. CC BY NC (OER).
- Boyd, R., & Silk, J. (2023). How Humans Evolved. 10th ed.: Norton.
- Fuentes, A. (2019). Biological Anthropology: Concepts and Connections. 3rd ed.: McGrawHill.
- Clark, L. (2025). Essentials of Biological Anthropology. 6th ed.: Norton.

Open Educational Resources

Shook, B., Nelson K., Aguilera K., and Braff L. (eds.) Explorations: An Open Invitation to Biological Anthropology. 978-1-931303-62-0 <https://explorations.americananthro.org/>

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

One of the main goals of this class is to discuss the genetic diversity of our species as well as the origins of some of the more distinctive cultural behaviors that exist around the world (food acquisition, art, social groupings, migration, etc). As part of a discussion of the evolution of our species, students will understand that all humans are fairly recently descended from a common African origin and as compared to most other primate species are fairly genetically homogenous. This will also allow students to recognize that the diversity we see in all human societies all over the world is the product of our single species' intelligence and advanced capacity for cultural adaptations. As part of class discussions on human genetics, students will be able to recognize the complexity that is the human genome and concepts of species and sex and gender become more expansive, allowing for the recognition of intersex individuals and sex and gender diversity.

This class also discusses that race does not have biological reality in a genetic sense, but that race, racism and racialization can have real biological effects from the cultural construction of race. This will help students recognize the importance of policies and programs that go beyond just tolerating concepts of diversity, equity and inclusion, towards developing real societal change. Care will be taken to also incorporate more studies and research written by individuals who are typically underrepresented in the Anthropological literature.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate the instruction of diverse learners, assignments include both formative and summative assignments to help scaffold the approach of students with different learning styles to the array of information about human genetics and evolution and primate behavior and diversity. Many assignments also allow students to choose which specific topics that interest them such as specific primate species, or misconceptions associated with evolution, which enables students to connect with content in the class or take ownership of class material to a greater degree.

Methods of instruction and methods of evaluation also present course information in a variety of ways in order to cater to different learning styles. While lecture and film present information through narrative, student projects such as timeline assignments, hands-on activities (Protein synthesis tacos), oral presentations, and artistic projects allow students to demonstrate their knowledge in creative and more visual ways. These projects also enable students to demonstrate their knowledge in a manner that allows them to take ownership of the material (by selecting the primate or fossil species to investigate). In-class discussion and projects examining the impact of pseudoscience on discussions of race allows students to understand that how we think about our species and diversity has a direct impact upon humans' understanding of themselves, their capabilities, and pride in their own heritage. This allows students to connect with the material on a personal level, making it relevant to their own lives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in student-to-student interaction through the use of small group discussion, either in person or through the use of breakout rooms in synchronous online classes. Additionally the use of the CMS Discussion Boards will also facilitate student-to-student interaction. Student-to-student interaction can also be achieved through in-class group activities (for instance small group discussions on the readings about the speed of evolution or the whether race exists as a biological reality) and through out-of-class group projects (such as the group presentation on overcoming a misconception about evolution).

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interaction will be achieved through the use of lecture, either in person, mediated via video-conference software (if synchronous online) or through the use of online lectures (Video, audio or text lectures). Additionally, the presence of the instructor in large group discussions either face to face or through the use of the CMS Discussion boards will incorporate instructor-to-student interaction. Instructor-to-student interaction will also be achieved through the syllabus and the CMS by describing the structure of the class and sharing of background information about the instructor. Feedback on assignments and exams will also incorporate instructor-to-student interaction.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through the assigned readings and assignments. Students will also interact with the content through the projects and research paper such as the group project on overcoming misconceptions, homework problems on mendelian genetic inheritance or class activities such as building taxonomies of primate species. In class activities and written assignments will also allow the student to interact with the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interaction will be achieved through the use of in-class and online discussions (for both face to face and online (both synchronous and asynchronous) where students will be expected to write their thoughts first before sharing them in both small group and large group discussions. Writing assignments such as journals and thought papers will also help students with their metacognition. Actively taking notes while watching relevant films, either in class or out of class, will further allow student-to-self interaction.

Key: 140