

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2011, and finalized by the end of the fall semester to make the next catalog (2012-13) production

DATE (CHANGE DATE EACH TIME REVISED): 10/7/11

PROGRAM AREA(S): ANTH

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

☐ Course title	☒ X Course Content
☐ Prefix/suffix	☐ X Course Learning Outcomes
☐ Course number	☒ X References
☐ Units	☐ GE
☐ Staffing formula and enrollment limits	☒ x Other Grading Scheme
☐ Prerequisites/Corequisites	☐ Reactivate Course
☐ Catalog description	
☐ Mode of Instruction	

Justification: The implementation of the Anthropology major requires some minor updating to select courses. We are updating the grading scheme from optional to A-F, as well as the course learning outcomes and references. The course outline was updated to better reflect the content of the course

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD

Prefix ANTH Course# 345
 Title HUMAN EVOLUTION AND DIVERSITY Units (3)
 3 hours lecture per week
☐ hours blank per week

Prerequisites:

☐ Consent of Instructor Required for Enrollment

Corequisites: ☐

Catalog Description (Do not use any symbols):

Human biological evolution from the African savannah of 5 million years ago to the present, focusing upon adaptation to environmental conditions, disease, diet. Includes segments on ecology, evolutionary theory, genetics, natural selection, non-human primates. Discusses the concept of race from an anthropological perspective. Includes issues of speciation and race, adaptation to cold, heat, desert, tropics, diseases. Compares ethnicity vs. race.

General Education Categories: B2 Interdisciplinary

Grading Scheme (Select one below):

☐ A – F

☐ Credit/No Credit

☒ x Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☒ x Undergraduate

☐ Post-Baccalaureate

☐ Graduate

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☐ Optional (Student's Choice)

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Total Completions ☐

Multiple Enrollment in Same Semester Y/N N

Course Level:

☒ x Undergraduate

☐ Post-Baccalaureate

☐ Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>30</u>	x	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	x	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

X **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- ☐ A-1 Oral Communication
- ☐ A-2 English Writing
- ☐ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- ☐ B-1 Physical Sciences
- x ☐ B-2 Life Sciences – Biology
- ☐ B-3 Mathematics – Mathematics and Applications
- ☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- ☐ C-1 Art
- ☐ C-2 Literature Courses
- ☐ C-3a Language
- ☐ C-3b Multicultural

D (Social Perspectives)

- ☐ E (Human Psychological and Physiological Perspectives)

x UDIGE/INTD Interdisciplinary

- ☐ Meets University Writing Requirement
- ☐ Meets University Language Requirement

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

This is an interdisciplinary General Education elective course taught in Fall 2002. The course provides an introduction to genetics and the forces of evolution as they apply to human populations. Because it focuses upon the human biological

NEW

This is an interdisciplinary General Education elective course taught in Fall 2002. The course provides an introduction to genetics and the forces of evolution as they apply to human populations. Because it focuses upon the human biological adaptations to climate and environment, the student is presented with the biology of race and this is contrasted with

adaptations to climate and environment, the student is presented with the biology of race and this is contrasted with ethnicity.

X Requirement for the Major/Minor
Elective for the Major/Minor
☐ Free Elective

X Requirement for the Major/Minor
Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

OLD

- Outline the major trends in human evolution.
- Discuss the mechanisms of evolution in general and specifically how they apply to human evolution.
- Explain the basics of evolution generally and specifically, human evolution;
- Compare human biological adaptations from cultural adaptations;

Describe diversity and heritage of the human species.

Upon completion of the course, the student will be able to:

NEW

- Discuss the mechanisms of evolution in general and apply to them to human evolution.
- Differentiate human biological adaptations from cultural adaptations
- Distinguish the similarities and differences among the different hominid species.
- Make connections between important/core/key concepts (or big ideas) in the natural sciences to describe/explain natural phenomena
- Write effectively in various forms

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

What is Physical Anthropology?
Evolution
Genetics
Natural Selection
Human Variation
Human Variation
Race vs. Ethnicity
Primates
Primates, Primate Behavior
Human Behavior
The Fossil Evidence
Early Primate Fossils
Early Hominids
Homo erectus
Homo sapiens

NEW

Evolutionary Theory/Science
Trends in Evolution/Fossils
Fossils/Taxonomy
Early primates
Early Hominins/Divergence
Models of modern Human Origins
Archaic Homo sapiens
Neanderthals
Homo sapiens
Introduction to Biological Variation among Humans
Simple Inheritance
Complex Inheritance
Variability: Behavior and race
Distribution of Biodiversity
Health and Diversity
Changing Dimensions

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: Sociology and Anthropology

9. References. [Provide 3-5 references]

OLD ANGELONI, ELVIO
 2002 *Annual Editions: Physical Anthropology*. McGraw-Hill, New York.

FAGAN, BRIAN M.
 2003 *People of the Earth*. 10th ed. Prentice Hall, Upper Saddle River, NJ.

FEDER, KENNETH L.
 2000 *The Past in Perspective: An Introduction to Human Prehistory*. 2nd ed. Mayfield, Mountain View, CA.

FEDER, KENNETH L. AND MICHAEL ALAN PARK
 2001 *Human Antiquity: An Introduction to Physical Anthropology and Archaeology*. 4th ed. Mayfield, Mountain View, CA.

STEIN, PHILIP L. AND BRUCE M. ROWE
Physical Anthropology. 8th ed. McGraw-Hill. New York.

NEW

JK McKee, FE Poirier and WS McGraw.
 2004 *Understanding Human Evolution*. Pearson Prentice Hall, 5th ed.

Molnar, S.

2005 *Human Variation: Race, Types and ethnic Groups*. Pearson Prentice Hall, 6th edition.

10. Tenure Track Faculty qualified to teach this course.

William H. Adams
 Colleen Delaney-Rivera

11. Requested Effective Date or First Semester offered: **Fall 2012**

12. New Resource Requested: Yes ☐ No ☒
 If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
☐
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
☐
- C. Facility/Space/Transportation Needs:
☐
- D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)
- E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☐

If, YES attach a program update or program modification form for all programs affected.
 Priority deadline for New Minors and Programs: **October 1, 2011** of preceding year.
 Priority deadline for Course Proposals and Modifications: **October 15, 2011**.
 Last day to submit forms to be considered during the current academic year: **April 15th**.

Colleen Delaney-Rivera

2October2011

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

1. Promote the understanding and appreciation of the methodologies of math or science as investigative tools and the limitations of mathematical or scientific endeavors

ANTH 345 examines of humans from an evolutionary perspective, with a focus on human population genetics and hominid evolution. To understand this perspective, students learn scientific method, evolutionary theory, inheritance, speciation, and taxonomic classification.

2. Present mathematical or scientific knowledge in a historical perspective and the influences of math and science on the development of world civilizations, both past and present

ANTH 345 examines of humans from an evolutionary perspective, with a focus on human population genetics and hominid evolution.

3. Apply inductive and deductive reasoning processes and explore fallacies and misconceptions in the mathematical or scientific areas

In ANTH 345 students discuss debate and discuss issues related to hominid evolution, including the disagreements over the classification of our hominid ancestors. Time is also spent discussing evolution by natural selection and intelligent design.

4. Present the principles and concepts that form the foundations of living systems

ANTH 345 students work through issues of inheritance and DNA transcription and translation as it relates to inheritance, and discuss ecology and other environmental.

GE Committee response to your request have ANTH345: Human Evolution and Diversity added to UDIGE:
Upper Division Interdisciplinary GE

Approved by 2011-2012 Committee:

Colleen Forest
Geoffrey Buhl
Nitika Parmar
Frank Barajas
Neva Kilpatrick
Claudio Paiva
Kathy Musashi
Todd Oberson

Request Submitted

Course: ANTH345 Human Evolution and Diversity
Area: UDIGE Upper Division Interdisciplinary GE
Date Submitted: 10/7/2011 3:55:11 PM

1. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

Biological Anthropology is the study of humans from an evolutionary perspective. This course integrates the methods and topics from biology and geology (some examples, scientific method, inheritance, the theory of evolution by natural selection, and dating techniques) with anthropology in order to document our human ancestors and the diversity of contemporary populations.

2. Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

Class assignments include population genetic data sets, essays supporting a particular taxonomy of human ancestors, and a term paper focused a major topic of the class.

Approval Sheet

Course: ANTH 345

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date