

ANTH 345 (2490)

# Human Evolution and Diversity – March-May, Spring 2024

Course Schedule: Online

Class Time: N/A

Classroom: N/A

Instructor: Dr. Marc Abramiuk (pronunciation: ah-BRAHM-yook)

Office Hours: Tuesdays, 10:30am-11:30am, and Thursdays, 10:30am-11:30am. I will be at my computer at that time to answer questions via email or via “Chat” in Canvas, but you can email at any time and I will try to respond within one business day. If you would like to discuss something directly, then we can schedule a Zoom meeting.

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**Catalog Description:** *ANTH 345 3 Units Class hours*

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

**Course Description:** This course surveys the major topics of biological (physical) anthropology with an emphasis on evolutionary theory and genetics, hominid evolution and population genetics. The primary objective is to understand how modern humans evolved and why diversity is found among human populations today. To accomplish this goal, it is necessary to

1. Know how evolutionary processes work in general.
2. Assess the evolutionary forces shaping the behavior and morphology of our closest living relatives, the monkeys and apes.
3. Consider fossil evidence that documents the evolutionary history of our lineage, the hominids.
4. Evaluate how these forces have shaped the morphology and behavior of humans in contemporary societies.

**These processes provide the key to understanding why we are,  
the way we are.**

## Learning Objectives

Students who successfully complete this course will be able to:

- Outline the major trends in human evolution.
- Discuss the mechanisms of evolution in general and specifically how they apply to human evolution.
- Evaluate morphological variation in 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.

### **Required Course Readings, Lectures, and Films**

There will be various chapters and articles that you will be required to read; see the syllabus for tentative reading assignments and deadlines. Most readings can be looked up and downloaded as pdf's through Google Scholar or through the library, but I will also make them available in Canvas Modules under "Readings." You are expected to have read the articles and chapters *for the week they are assigned* (i.e., before or at the beginning of the start of the week) so that you can contribute to class discussions. Films will be posted with the lectures and you will be required to watch them along with the lectures. Films will be posted on Canvas or else links to the films will be provided so that you can access them online. Changes to the course structure (readings, assignments, grading format, etc.) may be needed as the course progresses and I reserve the right to make them. Any significant changes will be announced. You can look for them under "Announcements" in Canvas.

### **Course Structure**

This class relies heavily on student participation. It is designed to help students become critical thinkers and engage the material from an anthropological perspective. The material for this course will be derived from lectures, assigned readings and films, and this material will be supplemented through active classroom participation (in "Discussions"), essays, quizzes, and a final exam.

Lectures (consisting of PowerPoint slides and accompanying voice over) and films will be posted on Canvas at the beginning of each week (Monday morning) to introduce a new topic. At the same time, questions that will be posted on Canvas in "Discussions" so that students can answer the questions and discuss answers throughout the week. At the end of the week (on Sunday), the discussion for the week will be closed. If you do not contribute by the end of the week (i.e., Sunday), you will not receive credit for participating in the discussion for that week. The same goes for the quizzes and essays. A quiz and an essay will be posted at the beginning of each week. They will also need to be completed by the end of the week. Finally, during the last week, there will be a standardized final exam on the material covered throughout the course. More on the participation questions, quizzes, essays, and final exam will be discussed below under "Student Requirements."

After posting the lecture (including sometimes a film) of the week Monday morning, I will be available to take questions concerning the topic of the week during my office hours on Tuesdays, 10:30am-11:30am and Thursdays, 10:30am-11:30pm. I will be at my computer at that time, and I can answer emails quickly, but you can email me at any time and I will try to respond within one business day. If you would like to discuss something directly, then we can schedule a Zoom meeting.

Learning is an experimental process that requires engaging topics and critically examining issues; using the classroom as a venue where open discussion is encouraged permits students to build critical thinking skills and understand the material better.

## STUDENT REQUIREMENTS

### Grading

Grades will be based on participation, (i.e., answering and discussing questions posted in “Discussions” (56pts), seven quizzes (70pts), two papers (100pts), and a final exam (100pts). Total points possible for the class are 326. All students will have the opportunity to earn an ‘A’ in this course. (+/- grades may be assigned). Final grades will only be changed if a clerical error has been made.

| FINAL GRADING    |           |                  |        |           |                        |
|------------------|-----------|------------------|--------|-----------|------------------------|
| <i>Breakdown</i> |           |                  |        |           |                        |
| Letter           | Percent   | Performance      | Letter | Percent   | Performance            |
| A+               | 100% +    | Exceptional      | C+     | 77 – 79%  | Above Average          |
| A                | 93 – 99 % | Excellent        | C      | 73 – 76%  | Average/Acceptable     |
| A-               | 90 – 92%  | Nearly Excellent | C-     | 70 – 72%  | Mostly Acceptable      |
| B+               | 87 – 89%  | Very Good        | D+     | 67 – 69%  | Below Acceptable       |
| B                | 83 – 86%  | Good             | D      | 63 – 68%  | Inadequate but passing |
| B-               | 80 – 82%  | Mostly Good      | D-     | 60 – 62%  | Poor                   |
|                  |           |                  | F      | Below 60% | Failing                |

### 1.) Participation // Discussion Board Responses Related to Weekly Questions (56pts) (8pts per weekly response):

Each week, questions will be posted in “Discussions.” Students will respond thoughtfully to at least one of the questions in complete sentences. Responses must be at least four sentences long for full credit, and each student is required to respond to at least one question, or to an answer to one of the questions. For example, one student might answer the question while another student may comment on the answer to the question by adding supplementary information. Each student can receive up to eight points for any constructive response or comment. Note too, that you can respond to two questions with two sentence responses to fulfill your four sentence response. By the end of the course, students have the potential to accumulate 56 discussion points.

### 2.) Seven Quizzes (70pts) (10pts per quiz)

There will be seven quizzes during the length of the course (one each week). Each quiz is worth 10pts. Quizzes are straightforward, consisting of mainly rapid multiple-choice and true/false assessments, but they may also consist of matching, fill-in-the-blank, or short answer. They are an important part of your grade and are also meant for me to know whether students are following along with the lectures, taking notes, and reading material. They must be completed by the due dates in the schedule. There are no makeup quizzes.

### 3.) Natural Selection and Economic Behavior Paper (50pts)

For this paper, you will summarize Joshua Frank’s (2003) article on natural selection in economic behavior. Make sure you address tease out his main point or hypothesis, its implications for human economic behavior, and why he believes the way he does. Then, provide an example or a few examples of businesses operating in a way that conforms to Frank’s hypothesis that firms do not necessarily operate the way that some economists (e.g., Friedman)

believe(d). Make sure you address what trait is being selected for in your business example if not profitability. Discuss the implications of this for the evolution of that business or the entire industry for that matter. Submit a detailed essay (minimum of 1,000 words) with half the paper summarizing Frank's article and the other half discussing your examples in relation to Frank's theory. As with the Evolution and Diversity in Fiction Paper, make sure your paper meets the minimum word count requirement, reads well grammatically, etc., and that you cite any relevant material in the text as well as in a "references cited" page (*Note: References do not count toward the minimum word count*). **See schedule for due date.**

#### **4.) Evolution and Diversity in Fiction Paper (50 pts)**

For this project, you will need to take all the concepts we have covered in this course and provide an analysis of the evolution and diversity of a bipedal species that has been created and portrayed in fiction (T.V., movie, literature, video game). Find a TV show, movie, book, graphic novel, etc. that portrays a fictional bipedal species. Submit a detailed essay (minimum of 1,000 words) that includes an image of the bipedal species in its natural environment (*Ex: Screen short for TV/movies, picture from a graphic novel. A detailed paragraph description if the example comes from a book (does not count towards minimum word count)*), and addresses the following points:

1. What is the book, TV series, or movie you are detailing and what is the species you will be discussing?
2. What special adaptations does the species currently have per its natural environment?
3. Is there variation within the species? Discuss both genotypic and phenotypic aspects.
4. How has culture shaped this species evolution?
5. Discuss what would happen to this species if they experienced allopatric speciation.
6. Make sure your paper meets the minimum word count requirement, reads well grammatically, etc., and that you cite any relevant material in the text as well as in a "references cited" page (*Note: References do not count toward the minimum word count*). **See schedule for due date.**

#### **5.) Final Exam (100pts)**

The final exam is a cumulative exam, which will be taken during finals week, that can consist of multiple choice, matching, true/false, fill-in-the-blank, multiple answer, short answer and/or essay questions. The final can be based on any/all material covered in class, assigned readings, videos, etc.

#### **LATE WORK**

All assignments should be submitted on their specified due dates. ***If you do not comment on a post by the time the discussion for the week closes, then you will not receive credit. Quizzes and the final exam will not be reopened after they have closed. So make sure you complete them by their respective due dates. Papers will be docked three points per day each day they are late for the first week. No papers will be accepted after the first week.*** Therefore, if a serious personal situation arises that affects your ability to turn in your work on time, please speak with me as early as possible.

## **EMAIL POLICY**

When you email me, please use your CI Dolphin account. Please include *the course number and class code in parentheses* in the subject line. ***I will not respond to emails that do not follow these two requirements.***

## **OTHER INFORMATION**

Productive participation in class, such as asking questions, helps you learn. Unproductive participation will result in the reduction of points. For extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement below.

### **Disability Statement**

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can apply for DASS services here: <https://www.csuci.edu/dass/students/apply-for-services.htm>. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

## **COVID-RELATED MATTERS**

Masks are recommended indoors though not required.

Per the CSU Vaccination Policy, the vaccine and one booster will be required for all eligible students and employees to meet the policy's definition of "fully vaccinated." Anyone who is considered not fully vaccinated must request a medical or religious exemption.

Complete a COVID-19 Self Symptom Check prior to visiting the campus. If you are not feeling well, please do not visit the campus or affiliated locations.

Continue use of good personal hygiene practices, e.g., handwashing, cough/sneeze etiquette;

Report a positive case of COVID-19 or possible exposure by visiting the COVID Cases web page

## **CAMPUS TUTORING**

You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the third week of the semester. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

## **CIVIL DISCOURSE STATEMENT**

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. In 2016, CI faculty (through the Academic Senate) voted to approve Resolution SR 16-01 titled, “Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community.” If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner.”

## **EMERGENCT INTERVENTION AND BASIC NEEDS STATEMENT**

As CI’s website points out, “a recent study commissioned by the CSU Chancellor’s Office shows that nearly 25 percent of CSU students either regularly skip meals for financial reasons or lack access to toiletries and sufficiently nutritious food options. In addition, more than 10 percent are displaced from their homes due to things like an unexpected loss in income or personal safety issues.” If you recognize yourself, or someone you know from this description, please know that there are resources on campus to help, including the Dolphin Food Pantry for students which offers free food, toiletries and basic necessities. The Dolphin Pantry is currently located in Arroyo Hall, Room 117 and is open Monday – Friday 8:30 – 4:30 (please check the website below for updates). Emergency housing and funds are also available. More information on these, and other services available at CSUCI can be found at: <https://www.csuci.edu/basicneeds/>

## **ACADEMIC HONESTY**

By enrolling at CSU Channel Islands, students are responsible for upholding the University’s policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). **If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office.** For additional information, please see the faculty [Academic Senate Policy on Academic Dishonesty](#), also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

## **Emergency Intervention and Basic Needs**

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance,

please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the [Basic Needs Program at CI](#).

## **Counseling and Psychological Services (CAPS)**

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text “Hello” to 741741); you can also email us at [caps@csuci.edu](mailto:caps@csuci.edu) or visit the [CAPS website](#).

## **Title IX and Inclusion**

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit [the Title IX website](#).

## **MISCELLANY**

- You are responsible for any announced changes to the syllabus or assignments, so keep an eye on any announcements that may come from me.
- I am here to facilitate your learning and I am more than willing to meet with students before or after lectures, as well as in office hours. In selected situations, other arrangements may be made.
- Incompletes are only given in rare situations, and only if you missed no more than two classes, are passing the class, and have completed ALL assignments except the last exam. *Do not count on it as a possibility!*
- Please speak with me if you feel you need to withdraw from the class. Ultimately, however, should you decide to do so, all withdrawal paperwork is your responsibility.
- Please be considerate to all classmates and the instructor. You have chosen to attend CSUCI. I treat all students as adults, and expect students to act in the same manner. If you are not acting appropriately, I may remove you from the class. If the behavior continues I am within my rights to drop you from the course.
- Students have many demands placed on them...work, family, school. Please come speak with me if you are having difficulties with the class, or with school in general. I am here to help.

**Please email me if you have questions.**

**TENTATIVE COURSE SCHEDULE** (\* Syllabus may be subject to modification.)

| Wk | Date   | Topic   | Assignment/Activity   |
|----|--------|---|---|
| 1  | Mar 25 | <p style="text-align: center;">Topics: Historical Background,<br/>What is Human Evolution and Diversity?</p> <p><u>Historical Background Readings:</u><br/>Kirby 2013<br/>Petto 2015<br/>Ruse 2013</p> <p><u>Human Evolution and Diversity Readings:</u><br/>Bliss 2015<br/>Bowler 2010<br/>Keita et al. 2004</p>   | <p>Discussion Board 1 – Due 31 Mar</p> <p>Quiz 1 – Due 31 Mar</p> |
| 2  | Apr 1  | <p>Topic: Genetics and Its Role in Biological Evolution<br/>Special Topic*: An Introduction to Cultural Evolution</p> <p><u>Overview of Evolution and Genetics Readings:</u><br/>Chapter 3: Molecular Biology and Genetics (Authors: Mann, Lowman, Gaddis), pp. 65-90 (skim)<br/>Chapter 4: The Forces of Evolution (Author: Alveshere), pp.113-135 (skim)<br/>(Access chapters either in Canvas or using the following website:<br/><a href="https://explorations.americananthro.org/index.php/chapters/">https://explorations.americananthro.org/index.php/chapters/</a>)</p> <p><u>Evolved Biological Traits Readings:</u><br/>Bigham 2019<br/>Norton 2019<br/>Weiss and Parker 2013</p> <p><u>*Cultural Evolution Readings:</u><br/>Creanza 2017<br/>*Frank 2003 (Note: this is the article you need to read to write your first paper)</p> | <p>Discussion Board 2 – Due 7 Apr</p> <p>Quiz 2 – Due 7 Apr</p>   |

|   |        |   |   |
|---|--------|---|---|
| 3 | Apr 8  | <p>Topics: Group Behavior, Primate Phylogeny, and Primate Sociality</p> <p><u>Group Behavior and Primate Phylogeny and Sociality Readings:</u><br/> Allchin 2015<br/> Flinn et al. 2004<br/> Knauff et al. 1991<br/> Martin 2015<br/> Silk 2014<br/> Watts 2015</p> <p><u>Films to watch:</u><br/> Go Ape<br/> Primate Hierarchy</p>                                    | <p>Discussion Board 3 – Due 14 Apr</p> <p>Quiz 3 – Due 14 Apr</p>   |
| 4 | Apr 15 | <p>Topics: Understanding Our Human Lineage and Our Earliest Ancestors</p> <p><u>Human Lineage Readings:</u><br/> Sept 2015<br/> Sussman and Hart 2015</p> <p><u>Earliest Ancestors Readings:</u><br/> Crompton et al. 2010<br/> Gibbson 2013<br/> Hunt 2015 – Bipedalism<br/> Hunt 2015 – Early Hominins.</p> <p><u>Film to Watch:</u><br/> Becoming Human (Part 1)</p> | <p>Discussion Board 4 – Due 21 Apr</p> <p>Quiz 4 – Due 21` Apr</p> <p><b>Natural Selection and Economic Behavior Paper – Due 21 Apr</b></p> |
| 5 | Apr 22 | <p>Topics: Australopithecines and Early Homo</p> <p><u>Australopith and Early Homo Readings:</u><br/> Ward 2015<br/> Simpson 2015<br/> Rightmire and Lordkipanidze 2009<br/> Herries et al. 2020<br/> Anton and Swisher 2004<br/> Scardia et al. 2020<br/> Wood 2011</p> <p><u>Film to Watch:</u><br/> Becoming Human (Part 2)</p>                                      | <p>Discussion Board 5 – Due 28 Apr</p> <p>Quiz 5 – Due 28 Apr</p>   |
|   |        |   |   |

|   |           |   |   |
|---|-----------|---|---|
| 6 | Apr 29    | <p style="text-align: center;">Topic: Archaic Humans and<br/><i>Homo sapiens</i></p> <p><u>Archaic Humans and <i>Homo sapiens</i> Readings:</u><br/> Ahern 2015<br/> Buck and Stringer 2014<br/> Bermudez de Castro et al 2004<br/> Neubauer 2014<br/> Berger et al. 2017<br/> Bae et al. 2017<br/> Toth 2015</p> <p><u>Film to Watch:</u><br/> Becoming Human (Part 3)</p> | <p>Discussion Board 6 – Due 5 May</p> <p>Quiz 6 – Due 5 May</p>   |
| 7 | May 6     | <p>Topic: Modern human diversity, the role of culture and predicting the future.</p> <p><u>Readings:</u><br/> Templeton 2010<br/> Mountain and Risch 2004<br/> Risch et al. 2007<br/> Lederberg 1966<br/> Joy 2000</p> <p><u>Films to Watch:</u><br/> The Dark Side of Eugenics<br/> What is Gene Editing?<br/> Gene Editing and Its Implications</p>                       | <p>Discussion Board 7 – Due 12 May</p> <p>Quiz 7 – Due 12 May</p> <p><b>Evolution and Diversity in Fiction Paper – Due 12 May</b></p> |
| 8 | May 13-17 | <b>Final Exam Week</b>  | <b><i>Final Exam Due Friday, May 17</i></b>   |