

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ANT 2511

COURSE TITLE: Physical Anthropology

PREREQUISITE(S): Satisfactory score on reading and writing placement tests.
(placement into ENC 1101)

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION: This course consists of the study of the human as a biological and cultural animal, including evolutionary adaptations and the human place in the ecological system.

SUGGESTED TEXT(S): Birdsell, J. B., Human Evolution, Recent Edition, Houghton Mifflin.

Cambridge Encyclopedia of Human Evolution, Cambridge Press, Recent Edition.

Osteology Handouts for skeletal study.

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)
Fall Term, 2006 (20071)
Fall Term, 2007 (20081) - (prerequisite)

COURSE TOPICS

CONTACT HOURS
PER TOPIC

I.	Introduction to Physical Anthropology	9
	<ul style="list-style-type: none"> A. What is Physical Anthropology? <ul style="list-style-type: none"> 1. What Does the Physical Anthropologist do? 2. How Does Anthropology Interact with the Other Sciences? B. Why is the Vertebrate Animal so Successful? <ul style="list-style-type: none"> 1. The Vertebrate Pattern 2. Vertebrate Behavior 3. The Emergence of Land Animals 4. Amphibians, Reptiles and Proto-mammals C. The Mammal <ul style="list-style-type: none"> 1. The Evolution of Mammals 2. Mammalian Characteristics 3. Mammalian Behavior 4. Mammalian Diversification 	
II.	The Primate Pattern	9
	<ul style="list-style-type: none"> A. Adaptation to Abooreal Living B. Prosimians and Their Place in the Scheme of Things C. Anthropoids <ul style="list-style-type: none"> 1. New World Monkeys 2. Old World Anthropoids D. Hominoidea - the Superfamily of Humans and Apes <ul style="list-style-type: none"> 1. The Living Apes and Their Characteristics 2. Language Experiments Using Gorillas and Chimpanzees E. Primates in Retrospect 	
III.	The Hominid Pattern	9
	<ul style="list-style-type: none"> A. What Makes us Different? B. The Origin of Hominids <ul style="list-style-type: none"> 1. The Creature That Came Before Us 2. Not Quite Hominids - the Pre or Proto-Hominids C. Late Pliocene and Early Pleistocene Hominids <ul style="list-style-type: none"> 1. Australopithecus - the Beginning 2. Leakey's Mystery man - Homo Habilis 	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

<ul style="list-style-type: none"> D. Homo Erectus <ul style="list-style-type: none"> 1. Java Man 2. Peking Man 3. Their Anatomy and Behavior 4. The Real Beginnings of Culture E. What Came Before Homo Sapiens <ul style="list-style-type: none"> 1. Neanderthal Man and His Place in Human History 2. Mousterian Culture 3. Other Early Homo Sapiens 	9
<ul style="list-style-type: none"> IV. Homo Sapiens <ul style="list-style-type: none"> A. How We Differ From Early Man B. Fossil Evidence for the Development of Racial Variation During the Late Pleistocene 	9
<ul style="list-style-type: none"> V. The Present Diversity of Man <ul style="list-style-type: none"> A. The American Indians and other Peoples of the New World Arctic B. Peoples of East Asia - Are the Chinese all the Same? C. Recent Human Populations in Southeast Asia - Their Origins and Characteristics D. The Peoples of Oceanic Asia, New Guinea and Australia E. The Polynesians and Micronesians F. The Peoples of Africa <ul style="list-style-type: none"> 1. Nilotics 2. Equatorial Peoples 3. Pygmies and Bushmen/Hottentots G. The peoples of Europe, North Africa, Middle East and West Asia 	9



Course Prefix and Number: ANT 2511 Semester Credit Hours: 3

Course Title: Physical Anthropology

Discipline Area for the Course:
 Communication **Mathematics** **Social & Behavioral Sciences**
 Humanities & Visual/Performing Arts **Natural Sciences** **Other-Designated Option**

INTELLECTUAL COMPETENCIES:
 Reading **Speaking** **Critical Analysis** **Quantitative Skills** **Scientific Method of Inquiry**
 Writing **Listening** **Information Literacy** **Ethical Judgment** **Working Collaboratively**

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>			Curiosity and openness to new ideas	<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies		<input checked="" type="checkbox"/>		Recognition of one's own creative potential	<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society	<input checked="" type="checkbox"/>			Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level		<input checked="" type="checkbox"/>		Civic Engagement	<input checked="" type="checkbox"/>		
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>			Lifelong Learning	<input checked="" type="checkbox"/>		
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input checked="" type="checkbox"/>						
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input checked="" type="checkbox"/>						
• Comprehends the factors that promote physical, mental and social well-being	<input checked="" type="checkbox"/>						
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences	<input checked="" type="checkbox"/>						
• Comprehends the breadth, significance and development of the mathematical sciences		<input checked="" type="checkbox"/>					
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input checked="" type="checkbox"/>						

Name of Person Completing This Form: Ula Moody

Signature: _____ Date: 11/8/02



Course Prefix and Number: ANT 2511	Semester Credit Hours: 3
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Course Title: **Physical Anthropology**

Discipline Area for the Course:

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input checked="" type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Learning Outcomes

Method Of Assessment

Learning Outcomes	Method Of Assessment
1	Demonstrate insight into cultural behavior.
2	Understand how various cultures of the world have developed through time.
3	Understand the evolutionary theories in relation to Homo sapiens.
4	Understanding and acceptance of man's diversity.
5	Students reflect the multicultural emphasis the course through research papers tests and classroom discussions.
6	Students study and report on health conditions and geographic distributions of genetic related diseases.
7	Students research and report on technological and scientific advancements as various cultures and discuss the integration of these advancements in these cultures.
8	Students compare and contrast cultures throughout the world with emphase on adaption to the physical and biological world.
9	Discuss biological differences various cultures and discuss how the mechanisims created these differences.
10	Discuss the evolution theories as they relate to Homo sapiens.
	Assess and interpret data on different human populations.

Name of Person Completing This Form: Ula L. Moody

Signature: _____ Date: 02/07/2003