Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: R. P. Edmondson

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COURSE ALPHA and NUMBER: ANTH 150

COURSE TITLE: Human Adaptations

ESTIMATED NUMBER OF SECTIONS:
Fall: 1
Spring: 1

APPLICATION IS FOR:
☐ New Course  ☐ Modified Course  ☑ Existing Course  ☐ Re-designation

☐ Certification  ☐ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 2/3

What percentage of CLASS MEETINGS focuses on this diversification area? 2/3
Guidelines and explanatory notes for the following questions are located at the end of this document.

1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area's hallmarks.

   Please see the next pages.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

   Please see the next pages.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

   Please see the next pages.
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area's hallmarks.

**SOCIAL SCIENCES** - Students will be able to

- **DS.1** use the terminology of theories, structures, or processes in the social or psychological sciences;
  
  1. Compare the topics and interactions of the major fields of physical anthropology and cultural anthropology and the major subfields including archaeology, ethnology and linguistics.
  2. Discuss some current theories about biological and cultural factors that influence human evolution.
  3. Discuss several genetic processes involved in human evolution and biological differentiation, including mutation and natural selection.

  These first three SLOs have formed the core concepts covered in the Anth 150 courses and all the major textbooks used at the University of Hawaii and other major American universities for over 30 years. Although the specifics of the many theories relating to human evolution and adaptation have changed with the discovery of new data, the core concepts of the scientific method remain the fundamental basis for the course.

- **DS.2** involves the concepts, models, practices, or issues of concern in the scientific study of these structures, or processes;
  
  4. Describe several biological and cultural differences and similarities in several human populations.
  5. Discuss the scientific and popular concepts of "race."
  6. Develop an understanding of culture useful in discussing cross-cultural issues in Hawaii, the United States and the world.

  The next three SLOs relate to the specific issues of concern that have developed at the University of Hawaii in the context of its location in the multi-ethnic community settled by diverse peoples. As a member of the wide Pacific community of nations the United States and even more so, Hawaii depends on a modern understanding and sensitivity toward the diverse cultural, political, religious, and physical differences that the scientific study of anthropology has sought to understand.

- **DS.3** demonstrates inquiry that is guided by the quantitative and/or qualitative methods employed in the scientific study of structures, or processes of these sciences.
  
  7. Produce a research paper based on fieldwork to describe other primates using college-level writing.
  8. Produce a research paper based on published ethnographic fieldwork to describe another culture using college-level writing and citations.

  The last two SLOs provide a means for students to demonstrate their understanding of the research methods and goals employed in the social science of anthropology. The first allows them to employ field observation techniques on a non-human population. The second allows them to understand how professional researchers employ similar methods with a human population.
2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

Assessments have been done each semester with several types of quizzes, tests and written assignments. The quizzes and tests include several types of questions including short essay, fill-in, multiple choice, and matching questions aligned with the SLOs. The questions are usually provided as “Learning Objectives” at the beginning of each lesson so students know what to learn and what they will be tested on. In recent semesters “knowledge surveys” have been used for several lessons, both before and after the lesson and test to try to understand what concepts which concepts have been covered well, and which need to be stressed or taught differently. In recent years there has been only one instructor teaching the course on this campus.

3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

In future semesters knowledge surveys linked to the SLOs and to the test questions will be employed most semesters to assess student knowledge before the lessons on that topic begin, and again after the test on that topic. The test results will be compared with the knowledge surveys to determine which concepts and assignments need to be covered better and which need to be modified. The written instructions for the research report assignments will be modified to clarify them and to focus student understanding better on the key concepts of the SLOs. Results of the assessment and resulting modifications will be shared in an online journal available to other faculty and for faculty who will teach the class in the future. In recent years there has been only one instructor teaching the course on this campus.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Spring 2017

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 3/9/12
ANTH 150 - HUMAN ADAPTATIONS
UNIVERSITY OF HAWAII
HONOLULU COMMUNITY COLLEGE
FALL SEMESTER - 2012

PROFESSOR: ROB EDMONDSON
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PLEASE READ THIS SYLLABUS CAREFULLY AND SAVE IT FOR FREQUENT REFERENCE
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REQUIRED TEXTS:

Park, Michael A. Introducing Anthropology. 6th Ed.

Turnbull, Colin T. The Forest People.

Classes include group discussions, videos, readings, and guest presentations, as well as lectures, fieldtrips, Laulima & web exercises, quizzes and Tests. Extra credit Special Project ideas are given in class.

GOALS OF THIS COURSE:

HUMAN ADAPTATIONS - ANTH 150 - is a college-level course designed to help you learn about some of the recent scientific discoveries about OUR OWN SPECIES. You will learn some ways scientists study people today and our ancestors of the past. You will explore both facts and theories about our own biological and cultural heritage. You will explore the lifestyles of several different peoples and animals alive today. You will investigate where WE are today, where WE are going tomorrow, and how WE and our ancestors fit into the total picture of life here . . . into the ecology of our SPACESHIP EARTH.

This Syllabus may be changed based on developing student and course needs.
COURSE DESCRIPTION:

Human variation, physical and cultural, examined for its possible survival value under particular conditions from prehistoric times to present. How various ways of life and physical characteristics are adaptive or maladaptive. Implications for the future. (3 hrs. lect. per week)

ARTICULATION STATEMENT:

ANTH 150 fulfills a social sciences requirement for the AA degree at Honolulu CC, and a DS requirement for the University of Hawaii at Manoa.

STUDENT LEARNING OUTCOMES:

Upon successful completion of ANTH 150, the student will be able to:

1. Compare the topics and interactions of the major fields of physical anthropology and cultural anthropology and the major subfields including archaeology, ethnology and linguistics.

2. Discuss some current theories about biological and cultural factors that influence human evolution.

3. Discuss several genetic processes involved in human evolution and biological differentiation, including mutation and natural selection.

4. Describe several biological and cultural differences and similarities in several human populations.

5. Discuss the scientific and popular concepts of "race."

6. Develop an understanding of culture useful in discussing cross-cultural issues in Hawaii, the United States and the world.

7. Produce a research paper based on fieldwork to describe other primates using college-level writing.

8. Produce a research paper based on published ethnographic fieldwork to describe another culture using college-level writing and citations.

STUDENTS WITH DISABILITIES:

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me after class or in my office. Please be prepared to provide a verification letter from the HCC Services for Students with Disabilities (SSD) Office.
GRADING SYSTEM:

You earn your final grade in this course by learning new things about anthropology and its subject, PEOPLE. There is no "curve" used in grading, so you can earn the grade you want. The new things you learn earn you "points" which add up to the final grade out of 200+ possible:

- "A" = 270 points or more (90%)
- "B" = 225 points or more (75%)
- "C" = 180 points or more (60%)
- "D" = 150 points or more (50%)
- "N" = below 150 points.
- "F" = cheated in any course test or written work.

EARNING POINTS BY LEARNING:

You can earn points toward your final grade in several ways:

1. **SPECIAL PROJECTS** - You can earn up to 45 points for any grade by planning and doing one or more "Special Projects," alone or with others. (See p.4-5.) More Special Project ideas will be announced in class.

2. **READINGS & LESSONS** - You can earn up to 120 points by correctly answering test questions and doing assignments based on the texts and some video lessons.

3. **CLASS EXERCISES** - You can earn up to 120 points ONLY in the CLASS meetings by doing exercises or correctly answering questions based on the text, videos and assignments.

4. **FIELDWORK EXERCISE** - You can earn up to 30 points by doing a report based on observations of primates at the Honolulu Zoo.

5. **ETHNOGRAPHY REPORT** - You can earn 30-60 points by reporting on another culture using information from an ethnography written by an anthropologist.

6. **BONUS POINTS** - You can earn extra credit in addition to the 200 points listed above by:
   - (1) Participation in discussions - 10 points.
   - (2) A weekend fieldtrip on Oahu - 15+ points.
   - (3) Special Projects - See #1 above.

PLEASE NOTE: Extra Credit "Special Projects" are encouraged, but are NOT required.

Be sure to keep all your returned papers, tests and email to study from. They also come in handy if you need proof of points you have earned. You can add up your points by printing out the course schedule and writing in the points you earn each week. Then compare it with the online Gradebook in Laulima.

PLEASE NOTE! - FOR ALL WRITTEN WORK:

Except for tests and special project proposals, ALL written work you do for credit MUST be prepared in the college style specified in "How To Write An Absolutely Great Research Paper."

Your work must be carefully done and proofread or it will be returned without credit for correction. Submitting another person's work as your own will result in an "F" for your course grade.
STUDY LESSONS:

To keep things flexible, the readings and other assignments are divided into Lessons as shown in the Course Schedule. For each Lesson there are "Learning Objectives" to guide your study listed in the Student Guide. You earn the points when you show you have mastered the Learning Objectives in a test or other assignment.

HOW TO STUDY THE LESSONS:

Most of the Lessons involve learning from a reading, and some from a video program. The advantage of a reading Lesson is that you can do it anywhere (almost!) at your own speed, and you can repeat the viewing and reading as often as necessary. For some Lessons there is also a lecture given in class. To learn, you will need to take good notes as you read or listen, then review and revise your notes.

MANY FIND IT HELPFUL TO STUDY THE LESSONS THIS WAY:

1. Look over the Learning Objectives in the Study Guide to see what to look for.
2. Skim quickly through the reading looking at the headings and pictures.
3. Read the entire chapter as you watch for the answers to each Learning Objective. Then view the video for the Lesson and watch for more answers.
4. When you find an answer, write it in your notebook (in your own words). Also write down the page number(s) where you found the information.
5. Put a big question mark next to a Learning Objective if you can not answer it clearly. Be sure to ask about it in class, or email the instructor, before the test.
6. In class take GOOD NOTES on everything important done in each class.
7. Before each test, study the review lesson and review your answers in your notes. Then look over the Learning Objectives and try to answer each from memory.
8. Merely underlining words in the text is less effective than writing the answers out. Underlining also makes it more difficult to review the materials before the test.

TESTS AVAILABLE:

For most of the Lessons there is a test held so you can earn points by showing what you learned. You may take a test on any Lesson early if you wish. If you miss a test, you may take a make-up essay test by arrangement with the Instructor. See the course Schedule for the dates of each test.

WHAT ARE THE TESTS LIKE?

In the Study Guide are Practice Exercises for each Lesson so you can see for yourself. On the real tests there will be 4-6 questions for each Lesson. Some of the questions are multiple-choice and the rest are essay, fill-in, or matching just like the Student Guide. Early or late tests will have only essay questions. Tests are given in class without any help, books or notes. However you are encouraged to bring a one page “tip sheet.” Follow directions carefully or you will probably lose points.

NOTE: Any cheating or plagiarism will result in an "F" for your final grade in the course.
TYPES OF SPECIAL PROJECTS:

Here is a chance to be creative and to learn about something in Anthropology that really interests you. Physical Anthropology includes subjects like, primates, evolution, hominids, and physical features of the body. Cultural Anthropology can include any custom or event in the culture of any group of people anywhere. You can present what you have learned in many ways including:

1. A slide show and talk.
2. A short film or videotape.
3. A voice-recorded talk or tour.
4. A short lecture or group discussion.
5. A performance, video or artistic production.
6. A video or photo-essay of a significant place or event.
7. A careful research experiment with people on or off campus.
8. A written report or term paper about a person or group you interview.
9. Library research on a topic with recent reports by two authors of merit.
10. A report on a fieldtrip to an important place like a museum, temple, etc.
11. DO YOU HAVE ANOTHER IDEA? LET US TALK IT OVER!

HOW TO DO A SPECIAL PROJECT:

You can earn up to 45 of the points for your final grade by doing one or more Special Projects of your own design. You can work alone or with others.

To start your own Special Project you MUST first do each of the following:

1. Talk over your idea with the Instructor and get some advice.
2. Locate the resources you will need, (people, books, articles, equipment, etc.)
3. Write up a brief "Project Proposal" and email it to the Instructor.

Your Special Project proposal MUST include these FIVE things:

1. The topics of your project described in a topic outline or detailed paragraph.
2. The resources you have located so far and those you plan to get later.
3. The method you want to use to present what you have learned.
4. The number of points you want to try to earn.
5. The date when you will finish your project.

The Professor will make suggestions, give helpful advice, and tell you how much to do to earn the points you want. You may negotiate until you agree. After the Professor has emailed approval of your Project you may finish your work on it. If you want to make changes in your project email the Professor a revised Proposal. When you present your Special Project, the Professor will determine how many points you have earned and what you can do to earn more.

SIZE OF YOUR PROJECT:

The more things you demonstrate that you have learned, the more points you earn. It is usually better to do 2-3 smaller special projects instead of one big one. You will do about 2-3 hours of work and learn about 10-15 new things learned to earn 5-7 points. In a written report of good quality you earn 3-4 points for each page. In an oral presentation of good quality you earn about six points for each 10-15 minutes. For web, video, photography or artistic productions, get the guidelines from the Professor first.
SOME SPECIAL PROJECT SUGGESTIONS

There are many ways you can do Special Projects for extra credit in this course. The BEST way is for you to come up with your own idea of what you want to learn about and how you want to present your work. Here are some of the many projects other students have done with my guidelines. Before you start any Special Project, talk to me first, then make a "Special Project Proposal," (see p.4.)

1. Bishop Museum - Report on some of the exhibits on people's culture. (10-20+ points)
   Pick one section of the museum with several displays, like Hawaiian artifacts. Make a map of the section, a list of the displays, and describe in detail the appearance and uses of several cultural items in two or more displays. The exhibit on Polynesian navigation in the room just outside the Planetarium has some high-tech exhibits you could map and describe. In the main building you can pick two different Pacific Island culture or two ethnic groups in Hawaii, and compare their weapons, tools, or clothes.

2. Iolani Palace, Queen Emma's Summer Palace, Mission Houses Museum.
   Report on the culture of people in this period from your tour. (10-20+ points)
   Take the tour and describe two of the rooms or exhibits, make a map and list of furnishings or items displayed. Describe the tour and what you learned about the culture of the people who lived there.

   Visit a site of traditional Hawaiian culture. Draw a map and take pictures. Use a chapter in: Arts and Crafts of Hawaii to describe a topic related to the site like: religion, farming, homes, fishing, etc.

4. Polynesian Culture Center - Compare cultures from tours of two villages. (20-40+ points)
   Tour and map two of the villages. Talk to a guide at each village, (between tour groups,) to learn more details of some customs or tools. Focus on just 2-3 things to describe and compare in detail such as houses, foods, clothes, dance, carving, canoes, tools, religion, etc.

5. A Church or Temple - Describe the culture of a religious site or service. (10-20+ points)
   Attend a service or tour a temple, church or meeting of an unfamiliar religion. Make a map of the building, describe the event, talk to a member of the group about the meaning of some things. Compare two religions for twice the credit.

6. A concert, art exhibit, dance, festival, or sports event of another ethnic group. (15-25+ points)
   Attend the event and make a map of displays, describe the event and focus on 2-3 topics to describe in good detail such as foods, games, dances, costumes, instruments, tools, etc.

7. Video or film about another culture or anthropology in action. (8-16+ points)

NOTE: Other useful videos, tv shows, websites, books and new materials will be listed on Laulima. Email me to check on any other materials you wish to use about anthropology topics.