

**COMMON COURSE OUTLINE: Course discipline/number/title: ANTH 1611: Physical Anthropology and Archeology**

**A. CATALOG DESCRIPTION**

1. Credits: 3

2. Hours/Week: 3

3. Prerequisites (Course discipline/number): College-level reading and writing.

4. Co-requisites (Course discipline/number): None

5. MnTC Goals (if any): Goal 2/Critical Thinking, Goal 5/History and the Social and Behavioral Sciences, Goal 7/Human Diversity.

This course examines the record and analysis of human biological and cultural evolution from earliest humans through the Paleolithic and into the historic periods.

**B. DATE LAST REVISED (Month, year):** January, 1997

**C. OUTLINE OF MAJOR CONTENT AREAS:**

1. Part 1

- a) Evolutionary perspectives
- b) Principles of Inheritance
- c) Genetics, physical variation, ethnicity, race, and IQ
- d) Primate adaptations

2. Part 2

- a) Australopithecus, Homo habilis, and Homo erectus
- b) Homo sapiens

3. Part 3

- a) Cultural diversity
- b) The emergence of food production
- c) The rise of states and urban society

4. Part 4

- a) Archeology: methods, objectives, culture systems, paleoanthropology, artifacts, chronology, excavation sites
- b) Philosophy and ethics

**D. LEARNING OUTCOMES (GENERAL):**

Students will gain an appreciation and understanding of human development and diversity, and the biocultural evolution of prehistoric and modern cultures, and the geographic, historical, and cultural forces which explain human diversity and unity.

**E. LEARNING OUTCOMES (MNTC):** Competencies from the Minnesota Transfer Curriculum (MNTC):

Goal 2: Critical Thinking: The student will be able to:

- 1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- 2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
- 3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- 4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5: History and the Social and Behavioral Sciences: The student will be able to:

- 1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- 2. Examine social institutions and processes across a range of historical periods and cultures.
- 3. Use and critique alternative explanatory systems or theories.
- 4. Develop and communicate alternative explanations or solutions for contemporary social issues.



- E. LEARNING OUTCOMES (MNTC): Continued. . .** Competencies from the Minnesota Transfer Curriculum (MNTC):  
Goal 7: Human Diversity (HD): The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
  2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
  3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
  4. Describe and discuss the experience and contributions (political, social, economic, etc). of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
  5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
- F. METHODS FOR EVALUATION OF STUDENT LEARNING:**
- G. SPECIAL INFORMATION (if any):** None