Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: ANTH 105 Evolution and Human Behavior

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[x] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  Includes Lab: [ ] Yes [x] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ANTH 105 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Natural, Physical and Applied Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 8. Apply knowledge and methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.

ANTH 105: Evolution and Human Behavior is designed to provide an overview of the goals, methods, and discoveries involved in the scientific study of human behavior from an evolutionary perspective. This course introduces students to the evolution of reproductive behavior, sociality, exchange, religious behavior, and coalitional aggression. This course presents the scientific methods applied in evolutionary field studies, and reviews the classic and current discoveries they have produced. The course provides the student with an understanding of how scientific data is obtained and used to test hypotheses. The course provides opportunities to gain experience communicating about scientific discoveries in the evolution of human behavior. The scientific approach, explicit engagement with evolutionary theory, and the global, inclusive vision helps achieve the goals of the Foundational Studies Program on the following learning outcomes in the Natural, Physical, and Applied Science requirement.

After successful completion of this course, you will be able to:

• Apply the essential scientific research methods and knowledge in evolution and human behavior to address questions of within-group and between-group variation.
• Examine and frame alternative hypotheses applied to questions about human behavior.
• Understand the use of evolutionary-minded hypothesis testing to explain human behavioral universals and variation.
• Differentiate between the key theoretical assumptions and methods for gathering and analyzing evidence associated with explaining human behavior.
• Analyze a current debate in the study of human behavior (e.g., proximate determinants of fertility) and assess the evidence supporting or challenging the argument.
• Distinguish between proximate and ultimate levels of causal explanation.
• Differentiate intended from epiphenomenal consequences of human action.
• Identify and explain the major scientific advances in the study of human behavior.
• Write clear, concise, accurate, well-organized statements summarizing research questions and evidence from recent publications.
• Formulate and support rhetorical positions in group discussions including critical review of news reports on the relationship between evolution and behavior (more often genes and behavior) still framed as a naive nature/nurture dichotomy.
• Interpret simple mathematical models to understand human behavior; interpret simple descriptive graphical representations of quantitative evidence.
• Explain current anthropological and evolutionary understandings of major contemporary problems such as ethnic conflict, ecological degradation, population growth, and inequality.
• Identify, describe, or discuss the adaptive constraints involved in solving present and future problems, as well historical misapplications and misinterpretations of evolutionary thinking (i.e., the naturalistic fallacy, construction of race).

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

ANTH 105: Evolution and Human Behavior: Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. All posted PDF reading assignments will be checked for readability by a screen reader (Academic Technologies will be asked to assist with a review of these electronic materials). When available, videos chosen for use in the course will be those that have been close-captioned by the content producer, or links to internet transcripts will be provided. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis.

ANTH 105: Evolution and Human Behavior: Online sections will include narrated lectures combining PowerPoint presentations with the instructor’s voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 8 Criteria</th>
<th>Foundation ULO 8 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to...</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 8.1: Process of Inquiry and Analysis in Response to Evidence or Observation</td>
<td>Skillfully and thoroughly formulates a research question or testable hypothesis.</td>
<td>Apply the essential scientific research methods and knowledge in evolutionary anthropology to address questions about within group and between group variation in behavior</td>
<td>Written statement of research question; Small group interaction assessed for quality of participation; exams to assess comprehension of key cases</td>
<td>Brainstorming in small groups; instructor presentations and readings presenting exemplary research questions (e.g., application of Marginal Value Theorem to alternative subsistence decisions)</td>
</tr>
<tr>
<td>ULO 8.1: Process of Inquiry and Analysis in Response to Evidence or Observation</td>
<td>Constructs a model to test evidence and observations.</td>
<td>Examine and frame alternative evolutionary hypotheses applied to questions of human behavior</td>
<td>Written statement of model; small group interaction assessed for quality of participation; exams to assess comprehension of key cases</td>
<td>Instructor presentations and readings analyzing exemplary mathematical models (e.g., Natural Selection, Hamilton’s Rule, etc.); In-class or on-line games illustrating these principles.</td>
</tr>
<tr>
<td>ULO 8.1: Process of Inquiry and Analysis in Response to Evidence or Observation</td>
<td>Skillfully uses model to either confirm existing explanations or formulate new hypotheses</td>
<td>Understand the use of evolutionary-mind hypotheses testing to explain human behavioral universals and variation</td>
<td>Written statement applying model to evidence; exams to assess comprehension of key cases</td>
<td>Consultations with students assisting them in designing and completing their proposed research; presentations of exemplary applications of models to test evidence</td>
</tr>
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<tr>
<td>ULO 8.2: Understanding of knowledge and inquiry</td>
<td>Clearly understand the difference between evidence (data) and explanation (theory).</td>
<td>Differentiate between the key theoretical assumptions and methods for gathering and analyzing evidence associated with explaining human behavior</td>
<td>Exam to assess comprehension of key debates and the role of evidence and theory in their development &amp; resolution.</td>
<td>Instructor presentations and key readings focused on key debates in the study of human behavior and the use of evidence and theory development to resolve them.</td>
</tr>
<tr>
<td>ULO 8.2: Understanding of knowledge and inquiry</td>
<td>Is able to connect evidence and explanation, and build an argument</td>
<td>Analyze current debate in the study of human behavior (e.g., proximate determinants of fertility) and assess the evidence supporting or challenging the argument</td>
<td>*Exam to assess comprehension of argument, and ability to reason</td>
<td>Instructor presentations and key readings that focus on key theories, conceptual tools, and evidence relating to the explanation of specific aspect of human behavior (e.g., fertility).</td>
</tr>
<tr>
<td>ULO 8.2: Understanding of knowledge and inquiry</td>
<td>Understands the role of these kinds of arguments in building knowledge in the discipline</td>
<td>Identify and explain the major scientific advances in the study of human behavior</td>
<td>Exam to assess comprehension.</td>
<td>Instructor presentations and key readings focused on the development of understanding of a specific topic in human behavioral ecology (e.g., necessary conditions for cooperation to occur).</td>
</tr>
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</tbody>
</table>
| ULO 8.3: Communication of Scientific and/or Technological Understandings | Produces clear, accurate, well-organized written and oral communications about scientific and technological understandings | Write clear, concise, accurate, well-organized statements summarizing research questions and evidence from recent publications.  
Formulate and support rhetorical positions in group discussions, including critical review of news reports on the relationship between evolution and behavior (more often genes and behavior) still framed as a naive nature/nurture dichotomy. | Quality of composition of written statements.  
Quality of participation in discussions. | Writing assignments covering primary objectives of formulating hypothesis, model, and applying model to evidence.  
Group discussions of key assignments. |
<p>| ULO 8.3: Communication of Scientific and/or Technological Understandings | Use of scientific language, representational tools, and notation covered in the course is skillful. | Interpret simple mathematical models to understand human behavior; interpret simple descriptive graphical representations of quantitative evidence. | Assessment using exams and / or written assignments of ability to interpret mathematical models and representations of quantitative evidence | Presentations of models such as Hamilton’s rule or the Prisoner’s dilemma; presentations of graphical evidence; in-class and on-line games illustrating scientific principles (e.g., natural selection game, inclusive fitness game) |</p>
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<td>ULO 8.4: Understanding of interactions of science and technology with humans and environment</td>
<td>Skillfully assesses the potential connection of scientific and/or technological developments to humans and the environment</td>
<td>Interpret current evolutionary knowledge about the causes of major contemporary problems such as ethnic conflict, ecological degradation, population growth, and inequality.</td>
<td>Assessment using exams</td>
<td>Instructor presentations and readings on key problems</td>
</tr>
<tr>
<td>ULO 8.4: Understanding of interactions of science and technology with humans and environment</td>
<td>Able to articulate possible implications of these relationships</td>
<td>Identify, describe, or discuss the adaptive constraints involved in solving present and future problems, as well historical misapplications and misinterpretations of evolutionary thinking (i.e., the naturalistic fallacy, construction of race).</td>
<td>Quality of participation group discussions and / or a written position paper on one of these issues.</td>
<td>Students discussion of problems and possible solutions and / or formulation of position paper.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature

Date