

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2015

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Incorporation of course in Origins and Evolution Theme.

**What is the rationale for the proposed change(s)?**

The course meets ELOs for the Origins and Evolution Theme.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3409
Course Title	Primate Evolution
Transcript Abbreviation	Primate Evolution
Course Description	Examination of the origin, radiation, and (in some cases) extinction of each primate clade including prosimians, New World monkeys, Old World monkeys, apes, and humans.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	None.
<i>Previous Value</i>	
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 409.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	26.1303
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Origins and Evolution

The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- This course will familiarize students with the evolutionary history of each primate lineage.
- Students will identify the principle adaptive changes that characterize each lineage.
- Students will demonstrate how genealogical evidence is used to clarify relationships among living primates.
- Students will establish the phylogenetic context and selective environment for the origin and radiation of early hominids.

**Content Topic List**

- Prosimians
  - New world monkey
  - Old world monkey
  - Apes
  - Adaptation
  - Hominids
  - Fossil record
  - Paleocene
  - Paleobiology
  - Diet
  - Africa
  - Thailand
- No

**Sought Concurrence**

**Attachments**

- Anth 3409 Primate Evolution Syllabus Revised 2023.doc: Revised syllabus  
*(Syllabus. Owner: Guatelli-Steinberg, Debra)*
- New Form submission-origins-evolution \_ Anth 3409.pdf: New GE Submission Questions for Origins & Evol  
*(Other Supporting Documentation. Owner: Guatelli-Steinberg, Debra)*

**Comments**

- CONTINGENCY: The reviewing faculty ask that the full and complete GE Goals and ELOs for the Origins and Evolution theme be added into the course syllabus, per a requirement of General Education courses. The GE Goals and ELOs can be found here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>

This has been done.

CONTINGENCY: The reviewing faculty request that the GE form for the Origins and Evolution theme be resubmitted using the most up-to-date version that contains the full and complete GE Goals and ELOs. The current form for the Origins and Evolution theme is available here: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/submission-origins-evolution.pdf>

This has been done.

CONTINGENCY: On page 1 of the syllabus, there is a reference to the Evolutionary Studies Minor, which no longer exists. The reviewing faculty ask that this mention be removed from the document.

This has been done. *(by Guatelli-Steinberg, Debra on 12/28/2022 02:02 PM)*

- Please see Panel feedback e-mail sent 09/02/22. *(by Cody, Emily Kathryn on 09/02/2022 05:57 AM)*

**COURSE CHANGE REQUEST**  
3409 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/03/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Guatelli-Steinberg, Debra	06/07/2022 02:45 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/07/2022 02:50 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/15/2022 02:26 PM	College Approval
Revision Requested	Cody, Emily Kathryn	09/02/2022 05:57 AM	ASCCAO Approval
Submitted	Guatelli-Steinberg, Debra	12/28/2022 02:02 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	12/28/2022 02:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/03/2023 01:49 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/03/2023 01:49 PM	ASCCAO Approval

**Primate Evolution**  
Anthropology 3409  
2023

Course Meets M,W,F from 11:30 – 12:25 in 4025 Smith Lab

Instructor: W. Scott McGraw  
Office: 4064 Smith Laboratory  
Tel: 688-3794  
Email: [mcgraw.43@osu.edu](mailto:mcgraw.43@osu.edu)

Office Hours: Monday & Wednesday, 2:30 – 4:00 pm (and by appointment)

Required Text: *Primate Adaptation and Evolution* (3rd edition) by JG Fleagle

**Course Content:** This course focuses on the approximately 65 million years of primate evolution. We begin with an overview of living primate groups and the features that define them. The core of the course consists of a systematic examination of the origin, radiation and (in some cases) extinction of each major primate lineage including prosimians, New World monkeys, Old World monkeys and apes. After critically examining evidence pertaining to the divergence of hominids from their ape relatives, we conclude with a summary of major patterns and trends in primate evolution.

**Course Objectives:** The course goals are fourfold: (1) familiarize students with the evolutionary history of each primate lineage, (2) identify the principal adaptive changes that characterize each lineage, (3) demonstrate how genealogical evidence is used to clarify relationships among living primates, (4) establish the phylogenetic context and selective environment for the origin and radiation of early hominids.

**Anthropology 5609 Satisfies the Origins and Evolution General Education Theme**

**Goals of the Origin and Evolution Theme**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.
4. Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

**Expected Learning Outcomes of the Origins and Evolution Theme**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.

- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Illustrate their knowledge of the time depth of the universe, physical systems, life on Earth, humanity, or human culture by providing examples or models.
- 3.2. Explain scientific methods used to reconstruct the history of the universe, physical systems, life on Earth, humanity, or human culture and specify their domains of validity.
- 3.3. Engage with current controversies and problems related to origins and evolution questions.
- 4.1. Describe their knowledge of how the universe, physical systems, life on Earth, humanity, or human culture have evolved over time.
- 4.2. Summarize current theories of the origins and evolution of the universe, physical systems, life on Earth, humanity, or human culture.

**Anthropology 3409 addresses the origin and evolution of primates, the Mammalian order to which humans belong.** Through interactive lectures, discussions, and readings, students engage in critical and logical thinking about the origins of the primate order and the diversification of primates over the last 65 million years of evolutionary history. Beyond lecture, students actively engage in critical and logical thinking in a series of five major discussions, in their capstone term papers and in their paper presentations/discussions during the two-week **Symposium on Primate Evolution** that we hold during the final two weeks of the course. The five major discussions relate to debates and controversies that are discussed in their text and in lecture. These discussions require students to evaluate evidence (paleontological, neontological and molecular) as well as the logic of arguments/hypotheses about: (1) The origins of primates – when, where, and how, (2) The taxonomic status of adapoids (here we view and critique the a video documentary on the famous 47 million year-old fossil Ida), (3) Molecular and Fossil evidence relating to the origins of anthropoids (the group that comprises humans, apes and monkeys), (4) The origins of Central and South American monkeys, and (5) The origins of the hominin lineage from Miocene ape precursors.

**Course Requirements:** Your final grade will be based on seven scores: six exams and a paper to be presented orally. The first two exams (quizzes) each contribute 5% to your final grade. The next three exams each constitute 20% of your final grade. The last exam (written by you) contributes 10% to your final grade. Exams are not comprehensive; however, they obviously build off previous material. If you miss an exam you have 24 hours to contact me. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams must be taken within 2 days of the regularly scheduled exam – there are no exceptions. Otherwise, the student will receive an "O" for that exam. Exams are based on lectures, the text, discussion and films. The university takes a serious view of cheating, and should any student engage in this practice during the course of any test, his/her paper will be canceled to a mark of zero, and a report will be made to the administration. The final component of your grade is a paper/oral presentation which contributes 20% to your final grade. The paper is to be between 6 and 8 pages in length (excluding references) and can be written on any topic pertaining to primate evolution as long as it is approved by me. Paper topics must be approved by **March 13th**. Each student will give a short (~ 10 minute) oral presentation on the paper contents during the last weeks of class.

**Grading:** Final grades will be distributed as follows: A (92-100), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C-(70-71), D+ (68-69), D (60-67), E < 60.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### Sexual Misconduct / Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## SYLLABUS

January 12 (Mon)	<b>Course Mechanics &amp; Defining Primates</b> Reading: chapters 1-3, 9
January 14 (Wed)	<b>Primate Anatomy and Adaptation</b> Reading: chapters 1-3, 9
January 16 (Fri)	<b>Primate Anatomy and Adaptation</b> Reading: chapters 1-3, 9
January 19 (Mon)	<b>No Class: MLK Holiday</b>
January 21 (Wed)	<b>Extant prosimians and their relationships</b> Chapter 4
January 23 (Fri)	<b>Extant prosimians and their relationships</b> Chapter 4
January 26 (Mon)	<b>Exam counting for 5%</b>
January 28 (Wed)	<b>What is an anthropoid? New World monkeys I</b> Chapter 5
January 30 (Fri)	<b>New World monkeys II</b> Chapter 5
February 2 (Mon)	<b>Old World monkeys I</b> Chapter 6
February 4 (Wed)	<b>Old World monkeys II, Apes I</b> Chapters 6, 7
February 6 (Fri)	<b>Apes II</b> Chapter 7
February 9 (Mon)	<b>Review</b>
February 11 (Wed)	<b>Exam counting for 5%</b>
February 13 (Fri)	<b>Primate Origins</b> Chapters 10, 11
February 16 (Mon)	<b>Discussion 1: When, why and how did primates first evolve? Evaluate molecular and fossil evidence for the origins of primates.</b>



	Chapters 10, 11
<b>February 18 (Wed)</b>	<b>Fossil Prosimians I</b> Chapter 12
<b>February 20 (Fri)</b>	<b>Fossil Prosimians II</b> Chapter 12
<b>February 23 (Mon)</b>	<b>Discussion 2: Who was IDA? Evaluate the discoverers' arguments about Ida's relationship to later primates.</b>  Chapter 12
<b>February 25 (Wed)</b>	<b>Subfossil Lemurs</b> pp. 73-83
<b>February 27 (Fri)</b>	<b>Review</b>
<b>March 2 (Mon)</b>	<b>Exam counting for 20%</b>
<b>March 4 (Wed)</b>	<b>Early Anthropoids</b> Chapter 13
<b>March 6 (Fri)</b>	<b>Discussion 3: Evaluate neontological and paleontological evidence relating to the Tarsier, Omomyoid, and Adapoid origin hypotheses.</b>  Chapter 13
<b>March 9 (Mon)</b>	<b>Fossil Platyrrhines</b> Chapter 14
<b>March 11 (Wed)</b>	<b>Fossil Platyrrhines</b> Chapter 14
<b>March 13 (Fri)</b>	<b>Primitive Catarrhines &amp; Fossil Old World monkeys</b> pp. 311-313, chapter 16 ( <b>Paper topics due</b> )
<b>March 16 (Mon)</b>	<b>Spring Break</b>
<b>March 18 (Wed)</b>	<b>Spring Break</b>
<b>March 20 (Fri)</b>	<b>Spring Break</b>
<b>March 23 (Mon)</b>	<b>Discussion 4 : Evaluate hypotheses about platyrrhine origins based on paleontological, molecular, paleogeographic evidence.</b>

March 25 (Wed)	Fossil Old World monkeys Chapter 16
March 27 (Fri)	Review
March 30 (Mon)	Exam counting for 20%
April 1 (Wed)	Exam counting for 20%
April 3 (Fri)	Fossil Apes Chapter 15
April 6 (Mon)	Fossil Apes Chapter 15
April 8 (Wed)	<b>Discussion 5 : Which Miocene hominoid species is the most likely candidate ancestor of African apes and hominins?</b>
April 10 (Fri)	Bipedality & the earliest hominins
April 13 (Mon)	Review
April 15 (Wed)	Exam counting for 20%
April 17 (Fri)	<b>Primate Evolution Symposium: Class Presentations</b>
April 20 (Mon)	<b>Primate Evolution Symposium: Class Presentations</b>
April 22 (Wed)	<b>Primate Evolution Symposium: Class Presentations</b>
April 24 (Fri)	<b>Primate Evolution Symposium: Class Presentations</b>
April 27 (Mon)	Exam counting for 10%

**Symposium on Primate Evolution**

**Guidelines for Paper and Class Presentation: Anthro 3409**

NB: The paper contributes 20% to your overall course grade.

Pick a topic pertaining to any aspect of primate evolution. Choose something that interests you! Your topic needs to be approved by me **on or before March 13th**. This can be done via email or by writing your topic on paper and submitting it to me. Be as specific as possible: "I am writing on fossil apes" (for example) is not sufficient. The text of the paper is to be between 6 and 8 pages (excluding references), typed and double-spaced. It should include a minimum of five (5) references to be listed on a separate page(s). No more than two of these sources can come from the internet. These references can be drawn from a variety of sources including journals, books, internet, etc. The OSU libraries carry many books and journals pertaining to primates. Among the leading journals are:

*American Journal of Primatology*  
*International Journal of Primatology*  
*Folia Primatologica*  
*Primates*  
*American Journal of Physical Anthropology*  
*Evolutionary Anthropology*  
*Animal Behavior*  
*Journal of Vertebrate Paleontology*  
*Paleobiology*  
*Science*  
*Nature*

Many of these journals are in the Anthro reading room of Smith Laboratory and/or can be downloaded from the internet (via **OhioLink**). Make sure to properly cite all thoughts and ideas that are not your own. I encourage you to be critical in what you write. Rather than regurgitate what others have written, pick a topic and evaluate it. The presentation to the class should be brief (~10 minutes) and will be followed by a short discussion (with questions). When all topics and titles are finalized, I'll create a schedule so you know what day your paper will be presented.

**Sample Topics and Titles:**

The Diet of Extinct Baboons  
Did *Proconsul* Have A Tail?  
The Phyletic Position of *Notharctus*  
The Locomotor Behavior of *Aegyptopithecus*  
Sexual Dimorphism in Miocene Apes  
*Gigantopithecus* and Bigfoot  
The Behavior and Ecology of *Stirtonia*

Hints: Try and write the paper early, set it aside for a few days and then read it again... critically. Give it to a friend and have him/her critique it: a well-written paper should be intelligible to someone who has not taken this class. Run the spell check. Come to me with questions, problems, etc. I will help in any way I can.

## Paper and Class Presentation Scoring

Class Presentation (20%)

- Organization
- Speaking Clarity
- Content
- Proper setting of topic
- Conclusion

Research Paper (80%)

- Organization of text
- Literature review
- Critical thinking
- Thoroughness of research
- Conclusions
- Grammar & spelling

**You may hand in your paper at any time, but all papers must be turned in no later than 12:25 pm on April 24<sup>th</sup>. No excuses. You will be penalized 15 percentage points for every day your paper is late and papers are considered late beginning at 12:26 pm on 4/24/14. Plan for unanticipated problems such as empty printer cartridges, flat tires, etc. In addition to your paper, all students will hand in one question based on their class presentation for inclusion on the final exam. Put this question on a separate piece of paper with your name on it. Be sure to attend all class presentations as YOU are writing the final exam.**

12<sup>th</sup> Annual Symposium on Primate Evolution



Tuesday April 1st

[REDACTED]

Rafting and the evolution of proto-platyrrhines

[REDACTED]

Evolution of the Owl Monkey

[REDACTED]

The idea of a 'missing link.'

[REDACTED]

Chris Beard, Elwyn Simons and Anthropoid Origins

[REDACTED]

The temporal region in platyrrhines and catarrhines

[REDACTED]

Evolution of orangutans

[REDACTED]

*Gigantopithecus*

Thursday April 3rd

[REDACTED]

*Daubentonia robusta*

[REDACTED]

*Darwinius*

[REDACTED]

The mangabey-mandrill-baboon problem

[REDACTED]

Evolutionary processes and silverback gorillas

[REDACTED]

*Apidium* the rafter

[REDACTED]

Evolution of brachiation

[REDACTED]

The origin of platyrrhines

**Tuesday April 15<sup>th</sup>**

██████████

Biogeography of fossil baboons

██████████

The relationship between orangutans and *Gigantopithecus*

██████████████████

Evolution of leaping in primates

██████████████

Evolution of polyandry

██████████████

Selective hybridization in platyrrhines

██████████

*Ekgmowechashala!*

██████████████

Two morphologies of male orangutans

**Thursday April 17<sup>th</sup>**

██████████████

*Rooneyia!*

██████████████████

Comparison of two fossil colobines from Africa

██████████████

Primate fossils in the popular media

██████████████

*Oreopithecus bambolii*

██████████

Evolution of hemispheric specialization in primates

██████████████

Evolution of secondary sexual characteristics in male primates

██████████████

Evolution of *Tarsius*

# GE Theme course submission worksheet: Origins & Evolution

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Origins & Evolution)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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## Goals and ELOs unique to Origins & Evolution

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

**GOAL 4:** Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.	
<b>ELO 3.2</b> Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.	
<b>ELO 3.3</b> Engage with current controversies and problems related to origins and evolution questions.	
<b>ELO 4.1</b> Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.	
<b>ELO 4.2</b> Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.	