

COURSE OUTLINE		
TERM: Fall 2025	COURSE NO: ANTH 207	
INSTRUCTOR:	COURSE TITLE: <i>Climate Change and Human Evolution</i>	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course explores the impacts of climate change on human evolution. Students will learn about interdisciplinary methods used to reconstruct ancient environments and to examine human ancestors' biological and behavioural responses to change. Students will develop critiques of theories about human-environment relationships and reflect on how knowledge of the past can help address issues in the present and future. This course is ideal for those interested in science, environmental studies, human evolution, or interdisciplinary studies.

COURSE NOTE

ANTH 207 is an approved Science and Technology Course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Assigned readings will be at the discretion of the Instructor and will be communicated to students, such as recent articles or selected chapters from books published in reputable scholarly journals or scholarly presses. Examples such as:

- A. Burke, M.C. Peros, C.D. Wren, F.S.R. Pausata, J. Riel-Salvatore, O. Moine, A. de Vernal, M. Kageyama, & S. Boisard. (2021). The archaeology of climate change: The case for cultural diversity, *Proc. Natl. Acad. Sci.*, 118 (30) e2108537118, <https://doi.org/10.1073/pnas.2108537118>.
- Reynolds, S. C., & Boe, R. (Eds.). (2022). *African Paleoecology and Human Evolution*. Cambridge University Press.

- Levin, N. E. (2015). Environment and climate of early human evolution. *Annual Review of Earth and Planetary Sciences*, 43(1), 405-429.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

- Explain the multifaceted nature of climate change impacts on the evolution of human ancestors' biology, behaviour, and culture.
- Identify the ways that scientists reconstruct past climate and environments in the context of human evolution through interdisciplinary methods.
- Describe examples of how changes in climate and environments impacted human ancestors in a variety of contexts around the world and throughout major periods in human evolution.
- Analyze how anthropologists theorize the relationship between humans and the environment and how alternative ways of knowing (E.g., Indigenous ways of knowing) contrast these narratives.
- Reflect on how we can use what we learn about the relationship between humans and the environment in the past to address issues we face now and in the future.

Students who complete this Science and Technology course will be able to do the following:

- Assess the cultural, economic, and political effects of technology
- Assess the impacts of human activity on natural systems and articulate ways in which environmental sustainability may be achieved.
- Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).
- Explain how scientific inquiry is based on investigation of evidence and evolves based on new findings.

COURSE CONTENT

Course content will be determined by the Instructor. Individual lecture topics may include but are not limited to:

- Climate change and the earliest hominins
- Climate change and the evolution of genus *Homo*
- Climate change and *Homo sapiens* evolution
- Climate, environments, and the origins of food production
- Paleoclimate, paleoenvironment, and paleoecology methods
- Climate and environment instability in human evolution
- Hominin behavioural ecology
- Reconstructing hominin diets
- Hominin dispersals
- Hominin cultural adaptations
- Flexibility and diversity in human-environment adaptations
- Theories of human-environment relationships
- Alternative and Indigenous perspectives on human-environment relationships

Weeks 14 & 15 are in the final exam period.

EVALUATION PROFILE

The evaluation profile will be determined by the Instructor and may include but are not limited to the following items:

Participation*	0 – 10%
Assignments	0 – 35%
In-class activities	0 – 35%
Presentations	0 – 35%
Midterm Examination	0 – 35%
<u>Final Examination**</u>	<u>0 – 35%</u>
Total	100%

*In the case where an Instructor chooses to include a participation grade as part of their evaluation profile, the Instructor will provide clear details to students about how their participation will be evaluated. For example, participation marks may be based on frequency or quality of a student's comments during class discussion.

**A final exam may or may not be administered. However, when the course is taught by multiple instructors within a single term, all sections of the course will either include a final exam or exclude one.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Due dates will be provided to students beforehand, and it is the responsibility of the student to submit their assignments on time. The Instructor's policy for submitting late assignments will be communicated to students.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some activities may not be able to be accommodated. Please consult with your Instructor. Accommodations can be made to honour community needs and traditional practices.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments, however, the Instructor will communicate to students their specific English usage policies.

Electronic Devices

The electronic device usage policy is at the discretion of the Instructor. Exceptions to this policy will be made for students with a documented disability and/or supported by the Centre for Accessibility Services.

On-line Communication

Online communication policies will be determined by the Instructor.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault

can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.