UNIVERSITY *of* WASHINGTON

Michael K. Young
President

May 15, 2014

Dean Robert C. Stacey
College of Arts and Sciences
Box 353765

Dear Bob:

Based on the recommendation of its Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of an option in Human Evolutionary Biology within the Bachelor of Arts degree in Anthropology. A copy of the approval is attached.

I am writing to inform you that the Department of Anthropology is authorized to specify these requirements beginning autumn quarter 2014.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

Michael K. Young
President

Enclosure

cc: Dr. Bettina Shell-Duncan (with enclosure)
Mr. Robert Corbett (with enclosure)
Ms. Virjean Edwards (with enclosure)

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UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

FEB 25 20[illegible]

OFFICE USE ONLY

Control # ANTH-20140125

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: http://depts.washington.edu/uwcr/1503instructions.pdf

College/Campus A&S/Seattle	**Department/Unit** Anthropology	**Date** 1/25/2014

New Programs

- ☐ Leading to a Bachelor of ___ in ___ degree.
- ☐ Leading to a Bachelor of ___degree with a major in ___.
- ☒ Leading to a Human Evolutionary Biology Option within the existing major in Anthropology.
- ☐ Leading to a minor in ___

Changes to Existing Programs

- ☐ New Admission Requirements for the Major in ___ within the Bachelor of ___.
- ☐ Revised Admission Requirements for the Major in ___ within the Bachelor of ___.
- ☐ Revised Program Requirements for the Major in ___ within the Bachelor of ___.
- ☐ Revised Requirements for the Option in ___within the major in ___.
- ☐ Revised Requirements for the Minor in ___.

Other Changes

- ☐ Change name of program from ___ to ___.
- ☐ Change delivery method or location of program.
- ☐ New or Revised Continuation Policy for ___.
- ☐ New Honors Requirements for ___.
- ☐ Eliminate program in ___.

Proposed Effective Date: **Quarter:** ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year:** 20 14

Contact Person: Bettina Shell-Duncan	Phone:	Email: bsd@uw.edu	Box: 353100

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (*Use additional pages if necessary*).

We propose to create an option in Human Evolutionary Biology that would parallel the options currently offered by the Department of Anthropology. We believe that an undergraduate option that explicitly approaches the study of human biology from a comparative and evolutionary perspective, focusing on the past and the present, would be compelling to many students. Integrating natural and social science, this option would provide a strong foundation in basic science, with an integrative perspective on the human organism, making students well-prepared to pursue careers in health or biological sciences.

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit:	Chair/Program Director:	Date:
Department/Unit:	Chair/Program Director	Date:

CATALOG COPY

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

none

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications). **Please note:** all copy will be edited to reflect uniform style in the General Catalog.

Human Evolutionary Biology (HEB) Option: Requirements for the general anthropology major, as shown above, to include both BIO A 101 and BIO A 355 and 15 credits from the courses approved for the HEB option. A list of approved courses is available at the department advising office (247 Denny) or on the department website.

APPROVALS

Chair/Program Director:	Date: 2/5/14
College/School/Campus Curriculum Committee:	Date: 2/24/14
Dean/Vice Chancellor:	Date: 2/24/14
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: Pat Ann Kramer	Date: 7 March 2014

POST TRI-CAMPUS APPROVAL (when needed)

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: Pat Ann Kramer	Date: 18 April 2014

Proposal for an Option in the Anthropology Major:
Human Evolutionary Biology (HEB)

Introduction and Rationale

We propose to create an option in Human Evolutionary Biology that would parallel the options currently offered by the Department of Anthropology. We believe that an undergraduate option that explicitly approaches the study of human biology from a comparative and evolutionary perspective, focusing on the past and the present, would be compelling to many students. Integrating natural and social science, this option would provide a strong foundation in basic science, with an integrative perspective on the human organism, making students well-prepared to pursue careers in health or biological sciences.

Structure

In addition to completing the core courses for anthropology (BIO A 201, ARCHY 205, any 200-level ANTH course and one statistics course (choosing from CS&SS/SOC/STAT 211, STAT 220, STAT 311, QSCI 381), HEB students will take the following courses to complete their 55 Anthropology credits:

1) **BIO A 101 Human Biological Diversity (5) NW** *Kramer*
   Exploration of human biological variation, including skin color, body form, blood groups, genetics, and reproductive strategies. Introduction to the theory of evolution through natural selection. Offered: A.

2) **BIO A 355 Evolutionary Medicine (3) NW** *Eisenberg*
   Explores evolutionary causes of health and disease. Considers how natural selection and the legacies of our human, primate, mammalian and bacterial ancestries have shaped our biology. Topics include mental disorders, aging, cancer, diet, obesity, diabetes, infectious diseases, racism, and health differences between human groups. Prerequisite: BIO A 201.

3) 13-15 credits from the approved HEB course list (below)

Approved Courses for HEB:

BIO A 350 Men's Health across the Lifespan (5) I&S *O'Conner*
Explores demographic, biological, epidemiological, psychological, sexual, sociological, cultural, and economic perspectives on the health of males.

BIO A 372 Uses and Abuses of Evolutionary Views of Human Behavior (5) I&S/NW
Interaction of human behavior and biology as it has been interpreted within an evolutionary framework. Discusses various challenges to Darwinian theory, particularly Lamarckism and creationism. Topics include biological determinism as exemplified by racism, myths of human origins, the clash between biological and cultural determinism, and modern genetics and behavior.

BIO A 382 Human Population Biology (3) NW
Explores human fertility and mortality, and their relationships to the size and structure of populations through time. Emphasizes the biological and cultural determinants of these life course events in evolutionary perspective. Introduces the quantitative tools needed to understand these phenomena, including formal demography, epidemiology, and population genetics. Prerequisite: BIO A 201.

BIO A 387 Ecological Perspectives on Environmental Stress, Adaptation, and Health (5) NW *Leonetti*
How human populations respond to environmental stressors in biological-behavioral terms and the relationship of this adaptational process to health. Nutritional, climatic, and sociocultural stress and associated patterns of birth, disease, and death throughout human history in hunting, gathering, farming, pre-industrial, and industrial societies. Prerequisite: BIO A 201.

BIO A 388 Human Fossils and Evolution (5-) NW *Kramer*
First of a two-part series. Evolution of human anatomy and behavior as adaptations to changing environments. Human fossils: their geological context, age, ecological setting used to reconstruct the evolution of our species during the last six million years of earth history. Prerequisite: either BIO A 201 or BIOL 180.

BIO A 389 Human Fossils and Evolution (-5) NW *Kramer*
Second of two-part series. Evolution of human anatomy and behavior as adaptations to changing environments. Human fossils: their geological context, age, ecological setting used to reconstruct the evolution of our species during the last six million years of earth history. Prerequisite: BIO A 388. Offered: S.

BIO A 450 Biodemography Seminar (5) I&S/NW *O' Connor*
Introduction to theory, methods, and literature of biodemography. Examines biological mechanisms underlying patterns of aging, mortality, fertility, and population growth and decline. Includes readings from anthropology, sociology, demography, evolutionary biology, molecular biology, and epidemiology. Covers prehistoric, historic, and modern human populations, and non-human model systems. Offered: W.

BIO A 455 Reproductive Ecology Laboratory Seminar (5) NW *O' Connor*
Introduction to the theory and methods of laboratory-based research in reproductive ecology. Covers lab methods for reproductive hormone assays, and their application in anthropological, biodemographic, and epidemiological research. Prerequisite: BIO A 201. Offered: Sp.

BIO A 465 Nutritional Anthropology (3) I&S/NW
Examines the interrelationships between biomedical, sociocultural, and ecological factors, and their influence on the ability of humans to respond to variability in nutritional resources. Topics covered include diet and human evolution, nutrition-related biobehavioral influences on human growth, development, and disease resistance. Prerequisite: BIO A 201. Offered: jointly with NUTR 465.

BIO A 470 Evolution of Human Social Behavior (5) I&S *Holman*
Key concepts, research strategies, and debates concerning the processes and outcomes of human behavioral evolution. Emphasizes the complementarily of various methods and theories for understanding human biocultural evolution, including behavioral ecology, dual transmission theory, phylogentic analysis, and evolutionary psychology. Prerequisite: BIO A 201.

BIO A 471 Evolutionary Perspectives on Parenting and Childcare (5) NW
Examines the use of evolutionary principles to understand variation in parenting and childcare practices in modern, historic, and prehistory human populations. Contextualizes human parenting and childcare adaptations in a broadly comparative and theoretical perspective

BIO A 473 Biological Adaptability of Human Populations (5) NW *Shell-Duncan*
Mechanisms enabling humans to maintain homeostasis in extreme environments: high altitude, heat, cold, nutritional deficiency, radiation. Adaptive process operating at levels of physiology, metabolism, and population, including the strategies of fertility and birth spacing. Prerequisite: BIO A 201.

BIO A 476 Sociocultural Ecology and Health (3) NW
Sociocultural ecology of health/disease, focusing on humans as bioculturally integrated beings and on populations as biocultural units of adaptation. Examples of research on disease, both infectious and chronic, and patterns of morbidity and mortality, infant, maternal, old age, with particular attention to situations of sociocultural changes. Prerequisite: BIO A 201.

BIO A 477 Evolutionary Perspectives on Sex and Gender Roles (3) I&S/NW
Critical examination of theories explaining the evolution of sex differences and associated gender roles. Consideration of gender differences in mate preferences, parental investment, subsistence, aggressiveness, and risk-taking. Stresses interactions between biology and culture. Prerequisite: BIO A 201.

BIO A 482 Human Population Genetics (5) NW, QSR *Holman*
Micro-evolutionary changes in human populations. Effects of mutation, selection, inbreeding, gene flow, and genetic drift as causes of evolutionary change. Prerequisite: BIO A 201.

BIO A 483 Human Genetics, Disease, and Culture (5) NW *Eisenberg*
Considers relationships among genetic aspects of human disease, cultural behavior, and natural habitat for a wide variety of conditions. Also considers issues of biological versus environmental determinism, adaptive aspects of genetic disease, and the role of cultural selection. Prerequisite: BIO A 201.

BIO A 484 Human Life Cycle (5) NW
Human growth and physical/social development: fetal life to old age. Cultural, ecological, and evolutionary aspects of the life cycle. Population differences in age and sex related to morbidity and mortality. Prerequisite: BIO A 201.

BIO A 487 Human and Comparative Osteology (5) NW *Taylor*
Introduction to the vertebrate skeleton. The skeleton is described in detail and various methods of determining age and sex, as well as osteometry and modern statistical methods for handling such data, are presented.

BIO A 491 Issues in Human Paleontology (5) NW *Kramer*
Addresses several major unanswered questions concerning human evolution as represented by the fossil record. Prerequisite: BIO A 389.

Your Tools Cu

Undergraduate Curriculum Review Process for New Programs

Board Manage Participants Profile (uwcr)

Seattle: option in Human Evolutionary Biology within the Bachelor of Arts degree in 20140125)

uwcr
uwcr
Board owner

Posted Mar 10, 2014 2:03 PM
Edited Mar 10, 2014 2:04 PM by uwcr (Board owner)

Please review the attached 1503 pdf requesting to establish an option in Human Evolution within the Bachelor of Arts degree in Anthropology at the Seattle campus and post comme 5:00 pm on Monday, April 7th.

If you have any problems viewing the attachment or need disability accommodations, plea the University Curriculum Office at uwcr@uw.edu.

Attachments:

ANTH-20140125.pdf 542K
Download View

flbookst
FRED L BOOKSTEIN

New! *Posted Mar 11, 2014 4:05 PM*

I am a full professor of anthropology at another institution, the University of Vienna, where I was just involved in creating a curriculum in evolutionary anthropology, so please forgive me if I refer to the current proposal under this heading, which I think is notionally equivalent. In Vienna there was general agreement that a curriculum allowing students to choose freely among numerous courses (I count 19 in the packet before me) would not succeed in actually teaching anything that could lead to competent thinking in any future context. Rather, the core of that curriculum needed to be designed (and was designed, at that other university) to be a rigorous and mandatory survey of _methods._ This means: methods of sampling (organisms, behavior, burials, life cycles), methods of quantification, and methods of numerical inference.

I see no methods courses whatever in the course list here. (The offerings under Statistics are, of course, nothing of the sort; everyone in that department agrees that these are just cookbook courses that teach fealty to all the wrong questions and all the wrong formulas.) In their absence, I am compelled to strongly disagree with the statement on page 1 that the students would thereby be provided "a strong foundation in basic science." Without methodology, they are being provided no sort of "strong foundation" at all, neither for further study nor for understanding the role of anthropology in our present and future civil society. The proposal doesn't actually look much like a curriculum at all, but

only a motley list of courses that were not designed, let alone assembled, with any vision of evolutionary anthropology in mind. We in Vienna agreed that today's knowledge base in evol anthro (things like the fossil record, issues of stress and health, Darwinian medicine, ...) was much too unstable over calendar time to serve as a substitute for the sort of rigorous training that you might, for lack of an alternative, call "How to Think Like an Anthropologist." Likewise any talk of sex and gender, parenting and childcare, etc., is unlikely to pass the test of time. No, only a mandatory methods proseminar could make this curricular proposal defensible. So I recommend sending it back to Prof. Kramer and her colleagues with the instruction to design a central required course that will liberate their students to think sensibly and critically about the domain proposed here, which, as everybody knows, is the most contested of all the domains of evolutionary biology.

Which reminds me: where is the required course on the evolution of morality (Frans de Waal stuff)? This topic is proving more interesting than any other aspect of human cultural evolution just lately, and, under the heading of the Trolley Problem, is turning out to lead to a truly sturdy bridge between theories of moral evolution and theories of the development of consciousness and language. We should be inducing the students to come to an understanding of how one studies these matters experimentally, for better or for worse. The experimental study of evolvable behaviors is one core of the curriculum we just built at Vienna, and its absence from the proposals here is somewhat troubling. And, for that matter, where is the required course on the evolution of language? Can't do human evolution without it.

oconnork
KATHLEEN A. O'CONNOR

New! *Posted Mar 12, 2014 11:29 AM*

Anth Response #1

As a faculty member who teaches several of these courses, I would like to respond to the comments from Vienna.

Several of the courses in this curriculum provide very rigorous training in scientific thinkin method (including sampling, quantification, an array of laboratory methods, and inference other things). Our faculty are very strong in methods, and their teaching and courses refl

Several of the courses deal extensively with the evolution of human behavior. The evoluti language is one specialty niche that we do not focus on for an entire course, but it is taug least two of the courses.

Our goal was to guide the student in their ability to choose a focus of courses around the Human Evolutionary Biology, amid a very large repetoire of anthropology courses offered undergraduates.

Undergraduate Curriculum Review Process for New... > Seattle: option in Human Evolutionary Biology w...

Jennifer A. Payne

To: Patricia Kramer
Subject: RE: SCAP Agenda for Friday April 11th

From: Patricia Kramer [mailto:pakramer@u.washington.edu]
Sent: Tuesday, April 08, 2014 9:53 PM
To: JENNIFER TAGGART; Jennifer A. Payne
Subject: Fwd: SCAP Agenda for Friday April 11th

Prof. O'Connor's response is correct, plus we have 2 core courses for the option (human biological diversity and evolutionary medicine), both of which are science and have evolutionary methods embedded in their instructional content. We do use regression analyses to address issues in human biology, though, which might be "fealty to all the wrong questions and all the wrong formulas."!

Note that Prof Bookstein is a full professor of anthropology at U of Vienna and not U of Washington.

Patricia

Anth response #2

UNIVERSITY CAMPUSES UNDERGRADUATE PROGRAM REVIEW PROCEDURES**

CHECKLIST

Title of Proposal: Option in Human Evolutionary Biology within the Bachelor of Arts degree in Anthropology (ANTH-20140125)

Proposed by (unit name): College of Arts and Sciences

Originating Campus:

_x_UW, Seattle

___UW, Bothell

___UW, Tacoma

I. **Phase I. Developed Proposal Review** (to be completed by Originating Campus' Academic Program Review body)

A. Review Completed by: (list name of program review body)

Chaired by:

03/07/14 Date proposal received by originating campus's review body

03/10/14 Date proposal sent to University Registrar

03/10/14 Date proposal posted & email sent to standard notification list

04/18/14 Date of originating campus's curriculum body approval
(Note: this date must be 15 business days or more following date of posting)

B. __1*____ Number of comments received. Attach the comments and a summary of the consideration and responses thereof : (1-2 paragraphs) * - 2nd comment is a departmental response.

II. **Phase II. Final Proposal Review** (to be completed by FCTCP)

A. Review Completed by:
_x_ FCTCP subcommittee
___ FCTCP full council
Chaired by: William Erdly

4/24/14 Date request for review received from University Registrar
5/8/14 Date of FCTCP report

B. Review (attached)

YES NO
_x_ ___ Was notice of proposal posted on UW Website for 15 business days?
_x_ ___ Was notice of proposal sent to standard mailing list 15 business days in advance of academic program review?
_x_ ___ Were comments received by academic program review body?
_x_ ___ Was response to comments appropriate? (explain, if necessary)
_x_ ___ Was final proposal reviewed by FCTCP within 14 days of receipt?
_x_ ___ Was there adherence to the University Campuses Undergraduate Program Review Process? (explain, if necessary)

Note: One comment was received from outside of the UW campuses. Current policy does not require a response from the department; however, a departmental response (via a posted comment) was provided which was deemed appropriate by FCTCP.

C. Recommendation

_x_ Forward for final approval
___ Forward to Provost because of University issues (Explain)
___ Return to campus council because of insufficient review (Explain).

**Endorsed by Faculty Senate Executive Committee, 1/10/05, modified 1/31/06; These procedures apply to new undergraduate degrees, majors, minors (and certificates) and substantive changes to same