



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, March 18, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

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Find your local number: <https://smc-edu.zoom.us/u/kog4GeKXL>

Members:

- | | | | |
|---------------------------------|-------------------|------------------|-------------------------|
| Redelia Shaw, <i>Chair</i> | Evelyn Chantani | Sharlene Joachim | Briana Simmons |
| Dione Hodges, <i>Vice Chair</i> | Rachel Demski | Jesus Lopez | Lydia Strong |
| Lourdes Arévalo | Susan Fila | Walt Louie | Olivia Vallejo |
| Jason Beardsley | Walker Griffy | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Catherine Haradon | Kevin Roberts | Associated Students Rep |
| Walter Butler | Aileen Huang | Scott Silverman | Associated Students Rep |
| Susan Caggiano | Justice Isaacs | Bobby Simmons | |

Interested Parties:

- | | | | |
|-------------------|----------------|----------------------|-------------------|
| Stephanie Amerian | Jessie Garcia | Liz Koenig | Tamika Phillips |
| Maria Bonin | Jose Hernandez | Kristin Lui-Martinez | Jessica Rodriguez |
| Department Chairs | Tracie Hunter | Maria Munoz | Steven Sedky |
| Nick Chambers | Maral Hyeler | Stacy Neal | Esau Tovar |
| Kiersten Elliott | Luis Jauregui | Ailsa Ortiz (A.S.) | Tammara Whitaker |

Ex-Officio Members:

Vicenta Arrizon

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes (March 4, 2026)3

V. Chair's Report

VI. Information Items

- 1. Common Course Numbering Updates
- 2. Cal-GETC Updates
- 3. TOP-CIP Transition Project Updates

VII. Action Items

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering templates: prefix, course number, course title, course description, minimum units, prerequisites/corequisites, course content, course objectives/outcomes, methods of evaluation, and textbooks. Optional additional language is indicated by an asterisk where applicable. Fields that are not included in the template (such as Methods of Presentation, Sample Assignments, etc.) do not currently have requirements and are at the discretion of the department.

Courses

- a. ANTH C1000 Introduction to Biological Anthropology with Lab *(formerly ANTHRO 5)*
 - Common Course Numbering Change (Effective Fall 2027)..... 7
- b. ANTH C1001 Introduction to Biological Anthropology *(formerly ANTHRO 1)*
 - Common Course Numbering Change (Effective Fall 2027)..... 10
- c. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is April 1, 2026.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, March 4, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Redelia Shaw, <i>Chair</i>	Evelyn Chantani	Sharlene Joachim	Scott Silverman
Lourdes Arévalo	Rachel Demski	Jesus Lopez	Bobby Simmons
Fariba Bolandhemat	Susan Fila	Walt Louie	Briana Simmons
Walter Butler	Walker Griffy	Jacqueline Monge	Olivia Vallejo
Susan Caggiano	Catherine Haradon	Kevin Roberts	Audra Wells

Members Absent:

Jason Beardsley	Aileen Huang	Justice Isaacs*	Lydia Strong
Dione Hodges*			

**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Keith Graziadei	Colleen McGraw	Jessica Rodriguez	Howard Stahl
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(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:05 pm. Motion to approve the agenda with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Scott Silverman

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of February 18, 2026 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons

The motion passed with the following vote Y: 14; N: 0; A: 2 (Jesus Lopez and Jacqueline Monge)

V. Chair’s Report

If you haven’t already, please complete the curriculum meeting time survey in the Canvas shell. Even if you’d like the meeting time to stay the same, fill it out so we have responses from all members.

March is Women’s History Month – we have a feature on Prudence Crandall in the Canvas shell.

The TOP-CIP code alignment project has changes coming soon. The Chancellor’s Office is finalizing the TOP-CIP crosswalk by the end of March. Once finalized, the updated crosswalk will be available in META.

VI. Information Items

1. Common Course Numbering Updates – Susan Caggiano

The legislator who introduced AB 1111 (Common Course Numbering), Berman, has introduced new legislation to compel ICAS to review/grant articulation at the CCN template level.

Phase II(B) courses have all been launched in META. After Phase II(B), we'll be waiting on the Phase III templates to be released – the earliest implementation date for Phase III will be Fall 2028.

2. Cal-GETC Updates – Olivia Vallejo

UC has announced they will accept both partial Cal-GETC certification and LOTE (Language Other than English) certification from community colleges. LOTE is a UC-specific graduation requirement.

SMC has opted to offer and transcript both partial Cal-GETC certification and LOTE certification, but it is not required to be offered by colleges. It's important to inform students that while they can receive transcribing for both at SMC, it is not necessarily available at all community colleges.

VII. Action Items

Courses

a. ART 16 - Introduction to Weaving

- New Course

Motion to approve ART 16 with revisions to the course description (addition of punctuation), course content #4 (change "Presentation and critique of work, including detailed references to design concepts" to "Design concepts related to the presentation and critique of woven work"), and SLO #2 (move "...for a specific weaving project." to the end of the SLO text.)

Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts

The motion passed unanimously.

- Distance Education

Motion to approve distance education for ART 16 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

b. ART 75 - Form and Information

- Substantial Change: Hours (3 lecture/1 lab to 2 lecture/3 lab) no unit change, lab content

Motion to approve changes to ART 75 with additional revision to last item of course content to: "Techniques of review of assigned readings and critique of student work."

Motion made by: Bobby Simmons; **Seconded by:** Jesus Lopez

The motion passed unanimously.

c. ESL 16A - The Noun System and Articles

- Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation

Motion to approve changes to ESL 16A with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Susan Fila

The motion passed unanimously.

d. ESL 16B - Verb Tenses: Forms and Use

- Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation

Motion to approve changes to ESL 16B with no additional revisions.

Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- e. ESL 16C - Sentence Structure and Punctuation
 - Substantial Change: Hours/Units (1 lecture/0.5 lab to 2 lecture/0 lab, 1 unit to 2 units), methods of presentation, methods of evaluation
Motion to approve changes to ESL 16C with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
The motion passed unanimously.
- f. ESL 19A - English Fundamentals 1
 - Substantial Change: Hours (4 lecture/1 lab to 3.5 lecture/1.5 lab) no unit change, lab content, methods of presentation, methods of evaluation
Motion to approve changes to ESL 19A with no additional revisions.
Motion made by: Scott Silverman; **Seconded by:** Bobby Simmons
The motion passed unanimously.

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering templates: prefix, course number, course title, course description, minimum units, prerequisites/corequisites, course content, course objectives/outcomes, methods of evaluation, and textbooks. Optional additional language is indicated by an asterisk where applicable. Fields that are not included in the template (such as Methods of Presentation, Sample Assignments, etc.) do not currently have requirements and are at the discretion of the department.

- g. CDEV C1000 Child Growth and Development (*formerly PSYCH 11*)
 - Common Course Numbering Change (Effective Fall 2027)
Motion to approve common course numbering changes to CDEV C1000 (*formerly PSYCH 11*) with additional revisions to Methods of Evaluation (Class Participation: add additional note “in-class activities” and Quizzes: add note of “4-8 quizzes”)
Motion made by: Sharlene Joachim; **Seconded by:** Bobby Simmons
The motion passed unanimously.
- h. MATH C2211 Calculus I: Late Transcendentals (*formerly MATH 7*)
 - Common Course Numbering Change (Effective Fall 2027)
Motion to approve common course numbering changes to MATH C2211 (*formerly MATH 7*) with no additional revisions.
Motion made by: Jesus Lopez; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- i. MATH C2221 Calculus II: Late Transcendentals (*formerly MATH 8*)
 - Common Course Numbering Change (Effective Fall 2027)
Motion to approve common course numbering changes to MATH C2221 (*formerly MATH 8*) with no additional revisions.
Motion made by: Kevin Roberts; **Seconded by:** Jesus Lopez
The motion passed unanimously.

Programs

- j. Advanced English Language Skills (*formerly ESL*) Department Certificate
 - Substantial Change: change to department certificate name
Motion to approve changes to Advanced English Language Skills Department Certificate with no additional revisions.
Motion made by: Kevin Roberts; **Seconded by:** Audra Wells
The motion passed unanimously.
- k. Intermediate English Language Skills Department Certificate
 - New Program
Motion to approve Intermediate English Language Skills Department Certificate with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Susan Fila

The motion passed unanimously.

I. Computer Business Applications AS/Certificate of Achievement

- Mapping: updates to PLOs, mapping SLOs to PLOs
Motion to approve changes to Computer Business Applications AS/Certificate of Achievement with no additional revisions.

Motion made by: Walter Butler; **Seconded by:** Jesus Lopez

The motion passed unanimously.

m. General Office AS/Certificate of Achievement

- Mapping: updates to PLOs, mapping SLOs to PLOs
Motion to approve changes to General Office AS/Certificate of Achievement with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Kevin Roberts

The motion passed unanimously.

(Programs: Revisions)

- n. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:16 pm.

Motion made by: Jesus Lopez; **Seconded by:** Susan Fila

The motion passed unanimously.

**CCN Change: ANTHROPOLOGY C1000, Introduction to Biological Anthropology with Lab
(formerly ANTHRO 5)**

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	5B: Biological Science, 5C: Laboratory
SMC GE Area:	5: Natural Sciences
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

I. Catalog Description

In this course students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. The laboratory component uses interactive exercises to investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Explorations: An Open Invitation To Biological Anthropology., 2nd Edition (OER), Beth Shook, Ph.D., Lara Braff, Ph.D., Katie Nelson, Ph.D., Kelsie Aguilera, M.A. , American Anthropological Association © 2023, ISBN: ebook: 978-1-931303-82-8; print: 978-1-931303-81-1
2. How Humans Evolved., 10th, Boyd, R., & Silk, J., Norton © 2023, ISBN: 132406174X
3. Biological Anthropology: Concepts and Connections., 3rd., Fuentes, A., McGraw-Hill © 2019, ISBN: 9781260131512
4. Essentials of Biological Anthropology., 6th, Clark, L., Norton © 2025, ISBN: ISBN-10. 1324084014 · ISBN-13. 978-1324084013
5. Shook, B., Braff, L., Nelson, K., & Aguilera, K.. Explorations Biological Anthropology Lab and Activities Manual., LibreTexts / American Anthropological Association. CC BY NC (OER).
6. Taylor-Hill, L.. Calculations and Palpations: An Open Invitation to Biological Anthropology Laboratory., CC BY NC SA (OER).
7. Soluri, K. E., & Agarwal, S. C.. Laboratory Manual and Workbook for Biological Anthropology. 2nd ed., Norton
8. Hens, S.. Method and Practice in Biological Anthropology: A Workbook and Lab Manual for Introductory Courses. 2nd ed., Pearson
9. Walker-Pacheco, S.. Exploring Physical Anthropology: A Lab Manual and Workbook. 4th ed., Morton

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology.
2. Identify the biological and cultural factors responsible for human variation.
3. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.
4. *Explain the role of biological anthropology within the broader context of the discipline of anthropology.
5. *Explain the history and development of biological evolutionary theory.
6. *Explain the scientific method and scientific inquiry.

IV. Methods of Presentation:

Lecture and Discussion, Lab, Other Methods: Lecture presentation programs, videos, handouts, websites.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	The nature of scientific inquiry and the scientific method.
5.000%	The anthropological perspective.
5.000%	Development of biological evolutionary thought.
10.000%	Molecular, Mendelian, and population genetics.
10.000%	Mechanisms/forces of evolution.
20.000%	Comparative primate taxonomy, anatomy, and behavioral ecology.
10.000%	The fossil record, geologic time, and dating methods.
20.000%	The fossil, archaeological, and genetic evidence of human evolution.
10.000%	Biocultural adaptations and modern human variation.
5.000%	Understanding ancestry, racism, and the invalidity of biological race in humans.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Lab Reports: 15% Laboratory Assignments. 15% Lab Practica.
40%	Exams/Tests: 3–4 exams (not one to exceed 30% of final grade).
20%	Homework: Homework assignments, complete study guides, reading quizzes.
10%	Other: Projects and presentations.
100%	Total

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, laboratory exercises, practica, quizzes, exams, projects, academic writing, and research demonstrations. Methods of evaluation are at the discretion of local faculty.

VII. Sample Assignments:

Osteology review questions:

1. What are these lines of separation between cranial bones called? Why do you think they exist? 2. Identify and label the following cranial features: a) occipital condyles b) squamosal suture c) temporal line d) foramen magnum e) mastoid process f) coronal suture g) nuchal lines h) external auditory meatus i) sagittal suture j) lambdoidal suture k) zygomatic arch l) mandible 3. Write the dental formula for humans. What do these numbers mean? 4. What morphological feature can be used to identify the cervical vertebrae? 5. What morphological feature can be used to identify the thoracic vertebrae? 6. What is the function of the clavicle in a primate? 7. What is scapular rotation and why is it necessary in primates? 8. What is the name of the articulation facet where the scapula meets the humerus? 9. What occurs in an anatomical sense when someone hits the "funny bones"? 10. Name the three bones that make up the os coxa. 11. Why is the femur more difficult to dislocate than the humerus? 12. Is the ulna on the medial or lateral side of the arm (when the arm is in anatomical position)? 13. What is the name of the lateral bone in the lower leg? 14. Name the types of bones found in the feet.

Sample Exercise #2: Primate Behavior Exercise:

Take a trip to a zoo to observe living primate species. Pick one of the primate groups a spend 1 hour observing the behavior of these individuals. Begin your exercise by filling out the identification portion of the recording form passed out in class. Identify both the common and scientific names of the group you have chosen. Then identify

their taxonomy by listing the names of their superfamily, infraorder, and suborder affiliations. Describe the anatomical characteristics of this species, with respect to the expression of the primate characteristics. Determine the group composition (Number of adults, juveniles, infants, males and females). Identify up to five individuals by assigning them names. These are the animals whose behavior you will be assessing. Conduct ten 5 minute scans of the group, observing the behavior of each of the individuals in your group. After each 5 minute scan, record the behaviors for each individual on your recording form. Record the following categories of behavior: E eating M moving about (walking, running, leaping) R resting F friendly interactions (Grooming, Huddling, Playing) A aggressive interactions (Fighting, Chasing, Threat displays) S Sexual Behavior Note which individuals are engaged in interactive behaviors. It is equally informative to note which individuals avoid each other. Use your own judgment about whether a behavior is friendly or aggressive. Construct an activity budget for each animal by calculating the percentage of time each animal spent engaged in each of the behaviors you observed. Write a 1–2 page essay summarizing your observations. Comment on any problems you encountered and how you dealt with them. Discuss the ways in which the behavior of non-human primates was similar or different from that of humans. Attach your recording form to the essay and turn both in.

VIII. Student Learning Outcomes:

1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. *Describe how evolutionary processes have shaped the human species.
3. *Describe the taxonomic diversity of primates, including major biological, behavioral, and ecological adaptations.
4. *Explain the role of primate and hominin fossils in understanding human origins.
5. *Apply relevant osteological laboratory methods to the comparison of living humans, fossil hominins, and nonhuman primates.

**CCN Change: ANTHROPOLOGY C1001, Introduction to Biological Anthropology
(formerly ANTHRO 1)**

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to UC, CSU
Cal-GETC Area:	5B: Biological Science
SMC GE Area:	5: Natural Sciences
Degree Applicability:	Credit - Degree Applicable
Proposed Start:	Fall 2027

I. Catalog Description

In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Explorations: An Open Invitation To Biological Anthropology, 2nd (OER), Beth Shook, Ph.D., Lara Braff, Ph.D., Katie Nelson, Ph.D., Kelsie Aguilera, M.A. , American Anthropological Association © 2023, ISBN: ISBN (ebook): 978-1-931303-82-8 ISBN (print): 978-1-931303-81-1
2. How Humans Evolved, 10th, Boyd, R., & Silk, J., Norton © 2023, ISBN: 132406174X
3. Biological Anthropology: Concepts and Connections., 3rd., Fuentes, A., McGraw-Hill © 2019, ISBN: 9781260131512
4. Essentials of Biological Anthropology., 6th ed., Clark, L., Norton. © 2025, ISBN: ISBN-10. 1324084014 · ISBN-13. 978-1324084013

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology.
2. Identify the biological and cultural factors responsible for human variation.
3. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.
4. *Explain the role of biological anthropology within the broader context of the discipline of anthropology.
5. *Explain the history and development of biological evolutionary theory.
6. *Explain the scientific method and scientific inquiry.

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Lecture presentation programs, videos, handouts, websites.

V. Course Content

% of Course	Topic
5.000%	The nature of scientific inquiry and the scientific method.
5.000%	The anthropological perspective.
5.000%	Development of biological evolutionary thought.
10.000%	Molecular, Mendelian, and population genetics.
10.000%	Mechanisms/forces of evolution.
20.000%	Comparative primate taxonomy, anatomy, and behavioral ecology.

10.000%	The fossil record, geologic time, and dating methods.
20.000%	The fossil, archaeological, and genetic evidence of human evolution.
10.000%	Biocultural adaptations and modern human variation.
5.000%	Understanding ancestry, racism, and the invalidity of biological race in humans.
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
25%	Homework: Homework assignments, complete study guides, reading quizzes.
60%	Exams/Tests: 3 to 4 exams (not one to exceed 30% of final grade)
15%	Other: Projects and presentations.
100%	Total

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, quizzes, exams, projects, and academic writing. Methods of evaluation are at the discretion of local faculty.

VII. **Sample Assignments:**

Sample Assignment #1: Dating Technology:

You have just joined a team of paleoanthropologists working in Ethiopia, where you have been asked to evaluate the age of two sites. Site A was dug several years ago, Site B is currently undergoing investigation. This is what you know about site A. Level 1—sandy material with broken pottery Level 2—hard soil, with skeletal remains of pigs, baboons, and some small rodents and pottery remains Level 3—nothing but some crystalline rocks, no human or animal remains Level 4—modern human and pig skeletal remains, igneous rocks, pottery Level 5—thick layer of hard soils Level 6—early hominin fossils Level 7—thin layer of volcanic ash Level 8—early anthropoid and small mammal skeletal remains Level 9—thin layer of volcanic ash Level 10—granite bedrock What relative dating technique will tell you whether Level 4 or Level 9 is older? What absolute dating technique will tell you the age of Level 8? Describe all the dating techniques that you can apply to determine the ages of the following levels. Level 2 Level 3 Level 4 Level 5 Supposing you find out that Level 9 dates to 38 myr. What epoch of the Cenozoic Era do the fossils in Level 8 come from? Your hominin expert tells you the remains found in Level 6 belong to an australopithecine. How can you determine the maximum age of these fossils? This is what you know about Site B: Level 1—sandy soil Level 2—hard dense soil Level 3—remains of a village with human skeletal remains, pottery and bits of wood Level 4—metamorphic rock Level 5—remains of pig, baboon and small rodents Level 6—hard dense soil Level 7—early hominin remains Level 8—sea shell, coral, and deep sea sediment Level 9—granite bedrock What relative dating technique can be used to date Levels 5 and 7? What absolute dating method can be used to date Level 3?

Scientist Spotlight: Kotrina Kajokaite:

Kotrina Kajokaite is an evolutionary anthropologist finishing her PhD at UCLA. She is a former SMC student. Her primary interest is in primate social behavior, focusing on how individual strategies and the social structure interact. She uses a combination of statistical and social network methods to study decision making in coalitions, male migration, and the functional aspects of sociality in wild capuchin monkeys. Kotrina does fieldwork in Costa Rica where she works with the Lomas Barbudal Monkey Project. This fall Kotrina is planning to join a research group at the Max Planck Institute for Evolutionary Anthropology as a postdoctoral scholar. UCLA Magazine article (has more information about her background): <http://magazine.ucla.edu/depts/style/welcome-to-the-jungle/> (Links to an external site.) Lomas Barbudal Monkey Project: <http://capuchinfoundation.org/index.html> (Links to an external site.) Read Kotrina's biography above and follow the links to read about her background and the capuchin monkey project. Next, read this article [linked paper]. Kotrina published on capuchin monkey coalitions in the scientific journal Animal Behaviour. You only need to read the highlighted portions but feel free to read the entire article, if you like. Write or upload at least a 200 word (or record a 2 minute or more video/audio) reflection. You may choose to use the prompts below. 1. What did you find most interesting about Kotrina's research? 2. Did you

find any part(s) confusing? 3. When reading her interview, what was your reaction to finding out she was a former SMC student? 4. What do Kotrina's biography and article tell you about the types of people who do science? 5. If you were to meet Kotrina in person, what would you like to chat about or what question(s) would you like to ask her?

VIII. Student Learning Outcomes:

1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. *Describe how evolutionary processes have shaped the human species.
3. *Describe the taxonomic diversity of primates, including major biological, behavioral, and ecological adaptations.
4. *Explain the role of primate and hominin fossils in understanding human origins.