INSTRUCTOR: Dr. Pastory Magayane Bushozi  
CREDITS: 4  

COURSE DESCRIPTION  
One thing that has certainly remained unchanged for the number of decades is the place of Africa to our current understanding about the human origin. There is no doubt that the common ancestor of all living human populations evolved in Africa, probably some 6 million to 7 million years ago. Scholars are now working on the estimated timing of the first and last “out of Africa” movement that saw our ancestors begin to colonize the globe. We suspect that the earliest members of our own genus, Homo, moved out of Africa and into neighboring Asia and Europe soon after 2 million years ago and the ancestor of modern human populations moved out of Africa recently between 100,000 and 72,000 years ago.

Most of the Pliocene and early Pleistocene hominin specimens have been found in the grassland savanna and open woodland in eastern and southern Africa. This pattern give rise to a number of hypothetical scenarios wherein early hominins began to walk upright and become less arboreal under circumstances of expanding open grasslands and in competition with an increasing number of aggressive predators and scavengers. Upright posture has been seen as a response to the need to carry food, to protect body from excessive heat or to allow hominins to see further and scan the landscape better. This course is designed to explore the trend of human evolution with major focus based on hominin fossils and archaeological records with special emphasis of East Africa Rift Valley System, a region that has contributed significantly to our current understanding of human origins.

COURSE OBJECTIVE  
This course will allow students understand the facts, concepts, theories of human biological and cultural changes. Student will learn about the transition from early primates through to modern Homo sapiens,
including contemporary human biological and cultural diversity. Broadly, the major objective of the course is to understand the fact, concept, and theories of human evolution and to help student recognize physical, biological and cultural signals left by our early ancestors.

Intended goals
As a result of taking this course, student will have a new perceptions and understanding of the human origin and the mechanism involved at different stages of biocultural development. This new scientific perspective of human evolution will enable students throughout their personal recognition of their evolutionary trend. The specific learning goals for the course are:

1. To enable student understand the mechanism of evolution and place of nature to human biological and cultural changes
2. To enable student recognize the human fossil record from Australopithecines through Homo sapiens
3. To enable student understand the significance and development of tool manufacture and use in human evolutionary history
4. To enable student link theories and concepts to actual situations during the field trip for the better understand of the human evolution.

REQUIRED TEXTS
Main Textbooks:

Other Readings:

COURSE CONTENT
A variety of approaches will be used in course delivery including lectures, readings, group discussion, tests and field trip. Students will be fully engaged in learning processes inside and outside classroom. Regular attendance in the classroom and field is essential for successful team performance. Emphasis will be on developing skills of critical thinking, problem solving, and the understanding of prehistoric data left by prehistoric hominins. A field trip to Laetoli, Olduvai and Lake Eyasi will introduce students to important Palaeontological and Archaeological sites. Knowledge acquired during class lectures and
field trip intends to help student improve their understanding of human evolutionary history.

ASSESSMENT
There will be one class test in the mid of the third week, one assignments, a report after museum excursion and a final exam in the last week of the course. Based on the University of Dar es Salaam regulations and guidelines students should possess at least 16 marks being minimum out of 40 marks to sit for the final examination.

Grading summary
1 test 20%
1 assignment 15%
Museum excursion report 15%
Final exam 60%
Total 100%
The letter grades will be assigned points as follows: A (70 and above); B+ (60-69); B (50-59); C (40-49); D (30-39); and E (below 30). The pass classification range from A to C grades, below C is failure. The ACM students should carefully read and understand the university of Dar es Salaam prospectus.

ACM POLICY ON ACADEMICS
A complete listing of ACM policies can be found in your student handbook.

Class attendance and participation: You are expected to attend and participate fully in all classroom sessions, site visits, and field trips.

Academic honesty: Actions of dishonesty are destructive to the well-being of the academic community, and ACM staff respond to them vigorously. Cheating, plagiarism, and other forms of academic theft will result in a failing grade for that assignment and may result in failure for the course.

ACM POLICY ON NON-DISCRIMINATION
The Associated Colleges of the Midwest does not discriminate in the operation of its educational programs, activities, or employment on the basis of sex, sexual orientation, gender identity, race, color, religion, national origin, age, veteran status, marital status, or disability.

CLASSROOM CONDUCT
Expectations will be discussed at the first class session.