The following is a SAMPLE SYLLABUS
What is this course all about?
Overview and Learning Objectives
How do we explain the human diversity in this world? How did we get all the different sizes, colors, and textures that we see today, and are we really all that different under our skins? Why can the Aymara people I work with move around energetically at 12,000 feet above sea level in the Bolivian highlands while it takes me days there to even walk comfortably up a small hill? How does an environment in which children are raised permanently affect their biology?

Biological Anthropology, one of the core courses in Anthropology, will introduce you to the subfield and provide you with the basics of evolutionary theory, genetics and inheritance, nonhuman primates (monkeys and apes), and the fossil hominid record, so that you can better understand the ways that human individuals and populations adapt to physical and cultural environments. We will explore the concept of “race” biologically and culturally and study the effects of human genetics and the many aspects of our physical bodies that are products of our environments rather than our genes.

Throughout the semester, we will develop the necessary skills to fully consider humans as biocultural beings, neither solely products of our biology nor our culture, but a dynamic combination of the two. We will also explore the ways in which science is represented in the popular press, how science is a product of culture and focus on critically evaluating material presented in scholarly and popular venues. More than anything, we will heavily engage with the question: What does it mean to be human?

Class Schedule
3:30PM—4:45PM, Monday and Wednesday, Fleming 101

Instructor Contact Information
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Textbooks

and
The Readings and Other Materials
The two texts for this course are *Laboratory Manual and Workbook for Biological Anthropology Engaging with Human Evolution* by K. Elizabeth Soluri and Sabrina C. Agarwal (required) and *Essentials of Physical Anthropology* Third Edition by Clark Spencer Larsen or equivalent as well as published articles in scholarly venues and popular press, websites, and film clips. They serve several functions. Some are designed to teach content and current thought in the field (e.g., the Larsen text). Others bring in additional perspectives and/or content, present the material in different ways (written, audio and video), and provide opportunities to think critically and explore the representation of anthropology in popular media. In some cases you will be asked to absorb and understand information, but I will often ask you to step back and analyze the sources, rather than take them at face value.

Note: We use textbooks and select popular sources (e.g., Newsweek, National Geographic, Wikipedia) in this class because they are easily accessible and allow for a broad view of what is available. However, it should be noted that these sources are rarely suitable on their own for research papers in college classes (unless you are using them to demonstrate what is in the popular press). Instead you should reference the scholarly literature that these sources cite, as well as others available through library research (see the UVM Library link and the subject and class guides available there for more information). Please ask if you have any questions about this.

Instructor Bio
Deborah Blom, Ph.D., Associate Professor and Chair of Anthropology.

I spent my childhood in Mattoon, Illinois, a farm/industry town of about 15,000 people, and began my college career in biomedical engineering at Northwestern University in 1985. After discovering anthropology later in college, I received my B.S. in Anthropology from the University of Houston (1990) and my M.A. (1992) and Ph.D. (1999) in Anthropology from the University of Chicago. I joined the Anthropology faculty at the University of Vermont in 1998.

I am a bioarchaeologist who studies ancient societies living in the Andean mountains of South America. Through the analysis of human bone in archaeological contexts, I am able to gain insight into health status, colonization and migration, social complexity, sacrifice, funeral rituals, and human body modification as a means of expressing identity in Tiwanaku society. I am recently exploring how all these topics intersect in studying the role of childhood in Tiwanaku. In addition to this work, I have done field work in Mesoamerica and the U.S. Since moving to the state of Vermont, I have also been active in reporting on human burials from Native and European American cemeteries that have been disturbed through construction or slated for
repatriation. Most recently I have been awarded a National Science Foundation Grant to study ancient childhoods in the South American Andean society of Tiwanaku (AD 500-1100).

Building on my interests, I have taught several courses at UVM and elsewhere, including Introduction to Prehistoric Archaeology, Archaeological Theory, Laboratory Methods in Biological Anthropology, Introduction to Biological Anthropology, Peoples of South America, Funerary Archaeology and Bioarchaeology, Human Evolution, Nonhuman Primate Social Behavior, Life, Death, and the Human Body, Human Osteology and have co-taught with Prof. Jeanne Shea (a medical anthropologist) a course entitled Anthropology of Lifecycles and The Body: Perspectives from Biological and Cultural Anthropology and with Prof. Yonan (a geneticist) Human Genetics and Evolution.

When I am not teaching or working on my research, I spend my time chasing and laughing at my young son, Grayson (and husband, Jeff).

**Instructor Office Hours**

My office hours are Tuesdays 1:30-3:00 and Wednesdays 1:30-2:30. I encourage students with any problems, concerns, or additional interest to meet me during office hours, preferably with an appointment beforehand. At other times, I am generally fulfilling the research, adminisitrative, and service portions of a professor’s contract (only 26% involves teaching and advising!), so I am not always immediately available. However, you may be able to contact me by email (I will answer emails at least once a day, usually in the afternoons before 5:00pm) and, if we plan in advance, we can arrange to meet or talk by phone outside of office hours if there is no alternative.

**How this Class is Set Up**

The course is comprised of a series of sections which roughly correspond to chapters 1-12 in the Larsen textbook. They are grouped into three parts with an exam for each. All the materials for each section can be found in the Course Material link (to the left) and a detailed schedule can be found in Course Schedule (link to left). In each Section you will find required material as well as additional information for those with interest or in need of supplementary help.

**Assigned Work**

Grades will be assigned based on the following work (see Class Schedule for specific due dates):

*Exams [60%]*

There will be three exams to break up the course and conclude groups of information. They will include multiple choice, true or false, and an optional essay question. The exams are not cumulative and will cover all class materials. Their purpose will be to test your mastery of the class learning objectives.

*Homework Assignments/Exercises [25%]*
Each topic includes a handful of applied exercises. These will allow you to practice and test your learning of the material. They will be due before most class periods so the answers can be checked and lectures tailored to the needs of the class. Their purpose will be to measure your preparation and effort, so grades will be focused mainly on completion.

Library/Research Assignment [10%]
This will consist of an assignment that will allow you to go more in-depth on a topic of interest and to allow you to demonstrate your information literacy skills (see link to the left for more information).

Chapter Tests [5%]
Two multiple choice tests will be given on Blackboard to test your knowledge on the chapters covering genetics and early hominids. You may use all course materials and notes for these tests. As long as you complete your first attempts by the due dates, you may take the tests two additional times before the upcoming exams. Each time a test is taken, a subset of questions will be drawn randomly from a question bank. The highest grades from your attempts on each test will be used to calculate your final grade. Their purpose will be to practice and improve your mastery of the material.

Library Assignment Rubric
Students will start with 10 points, which will be reduced by the following if all instructions were not followed and details attended to:

- 3 points per sources off if not scholarly
- 1-2 points per source if missing bibliographic info
- 2 points if bibliographic style is not standard across entries
- 1 point if bibliographic style not stated explicitly
- 1 point if bibliographic style stated is not followed
- 2 points if no final summary
- 0.5 point each if summary or annotations are outrageously insufficient (e.g., a annotation of only one portion of an article and not main points or a summary is cursory and could go on anyone's assignment)

The points taken off will be "ballparked" if necessary so students don't lose points for a "domino effect" (e.g., only 3 points off if not scholarly, but would not also lose points for format on that entry). 10 points maximum off on an assignment.

Homework Rubric
0-No homework completed
1-Partial homework completion
2-All homework completed after relevant class begins
3-All homework completed after due date but before class begins
5-All homework completed by due date

Policies Regarding Missed or Late Work

Student Expectations:
In the era of No Child Left Behind, many students have become confused about what is expected of them. In college in general, and in my class specifically, students are expected to turn their work in when due, come to class prepared (e.g., with assignments submitted and with readings complete), and to show up on time for all exams. In the case of an unavoidable absence for an exam or an extension of a due date, student will need to provide documentation through the appropriate college office (there is no need for you or I to have to go through the experience of sharing your personal information with me). Students experiencing difficulties or emergencies should contact Student Services for help in accessing the wonderful resources available here to help you (you have already paid for them after all!). For CAS students, the Student Services office is in 438 College Street, and their phone number is 656-3344. No extra credit or retesting will be available. If you do not meet the course objectives, you will fail the class and not receive credit. This is the only fair and ethical policy.

**Exams**
Make-up exams will be given only in the case of documented emergencies run through appropriate university channels (e.g., Dean of Students office), and they will be oral exams.

**Library/Research Assignment**
No late library/research assignments will be accepted under any circumstances. They can be completed weeks in advance of the due date, so plan for unexpected emergencies.

**Chapter Tests**
If you do not complete your first attempt at the tests by their due date (or do not plan ahead and have technical difficulties), you will not receive any credit; however, you will be able to take the tests to practice for the upcoming exams.

**Assignments/Exercises**
If you do not complete your assignments by the due date and time you will not receive full credit. Because students inevitably have occasional emergencies or wait until the last minute to complete assignments and then have technical difficulties, I will give you half credit (50%) if you turn in the assignment within 48 hours of the due date/time.

**Policies for Disputing Grades**
The grading system is fairly objective and straightforward in this class. However, there is always a possibility that we will make a mistake. So, I have set up a system to address discrepancies.

For multiple choice and matching questions, you are asked to choose the “best” answer. If you believe that your answer was better than that on the key, you may present, in writing, your argument about how you interpreted the question and cite where (pages in texts or lecture notes) you find your answer. I will decide whether to alter the key.

In the case of an essay question, likewise, I will accept requests to reread essay questions when you present, in writing, your argument about how you interpreted the question and cite where
(pages in texts or lecture notes) you find your answer. I will make a decision about whether to change your score.

All grades must be disputed within two weekdays of the date that graded work is made available.

**Accommodations for Disabilities, Religious Holidays, or Travel for Sport Teams**

I am more than happy to make extra arrangements for students with documented disabilities, religious holidays and those requiring out-of-town travel to attend your games. I just need you to communicate your needs in a timely fashion.

If you need accommodations, you must notify me about them with written documentation by the end of the second full week of classes. If a new condition arises, bring this documentation in immediately.

In the case of new conditions, if you do not let me know within a week before an exam, I will not be able to accommodate you, no matter how much I sympathize.

**Letter Grades**

Letter grades are assigned as a percentage of total points, as follows:

- A+ 99–100%
- A 93-98%
- A- 90-92%
- B+ 87–89%
- B 83-86%
- B− 80-82%
- C+ 77–79%
- C 73-76%
- C− 70-72%
- D+ 67–69%
- D 63-66%
- D− 60-62%
- F 59% or lower

**Academic Integrity**

Students are expected to adhere to UVM's Code of Academic Integrity policy in this class. Plagiarism and copying will not be tolerated. Although it is painful, I do turn students in for lack of academic integrity. Students failing to take the two-question Academic Integrity quiz will be asked to drop the class.