

ANTH 1400. INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY, FALL 2023

PLEASE NOTE THAT THIS IS NOT THE FINAL SYLLABUS, BUT A SAMPLE

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PROFESSOR

Deborah E. Blom, Ph.D.
Associate Professor
University of Vermont
Department of Anthropology

SCHEDULE:

Tuesday, Thursday 4:25 - 5:40 pm, Williams Hall 301, 3 credits

INSTRUCTOR CONTACT INFORMATION

While each of you will be assigned to a teaching assistant, please seek me out whenever you have concerns or want to discuss your interests further. Here are the options for contacting me. So I can best focus my energies on you, I just ask that you please look through the course resources (e.g., your syllabus, Introduction folder, other course materials, and links to the reference librarian) beforehand.

Addressing me: Please feel free to call me “Deborah.” I didn’t get my Ph.D. so people would call me “Dr.” but “Dr. Blom” works if you are uncomfortable with first names). While I won’t bite, calling a female professor “Miss/Mrs./Ms.” might get you chomped on here. (Note that norms vary from place to place. In ironic, reverse snobbery, profs go by Mr./Ms. at U Chicago, where I got my Ph.D., and in some universities and UVM departments, calling profs by their first name is seen as disrespectful). My pronouns are she/her.

Office Hours: I will be available in-person or virtually Wednesday 11:00-12:00, Friday 10:30-11:30, or by appointment. If possible, I prefer that you make an appointment even if we meet during office hours so I can make sure you won’t arrive and find me busy with other students. Any time you come to see me, even with an appointment, please knock on my door, interrupt, and introduce yourself. If I am not in my office for some reason, find me in the common areas on the (small!) 5th floor of Williams Hall (e.g., the lab).

Teams: Feel free to let me know if you would like to meet on Teams by sending me an email or text.

Email: Deborah.Blom@uvm.edu This works best for communications that don’t require a conversation. If you don’t hear from me within 48 hours, feel free to send a follow-up in case your message was lost.

Texts: (802) 999-4063. Texts are great with a few caveats: 1) Be sure to let me know who you are, 2) if you need a substantial answer or have a semi-complex issue, know I am not very nimble at texting; a call/email might be better, 3) I often forget about texts; if you need me to follow-up, an email reminder is helpful, 4) I shut off my ringer/notifications when I am busy/sleeping so don’t worry about disturbing me.

Phone: (802) 999-4063. I often prefer talking by phone. Please email or text a request for me to call you asap or make an appointment for a later call. Please leave your name in voicemails and your number in emails.

PREFERRED NAME AND PRONOUN

All students at the University of Vermont can [indicate their preferred first name and pronoun to the University community](#) regardless of whether or not they have legally changed their names. Choosing a preferred name in the BANNER system will automatically change which name appears in many internal locations such as class lists, grade reports, and unofficial transcripts. Click the link above if you would like to review or change your information.

TEACHING ASSISTANTS

You will be assigned to a TA. **Contact the Head TA for excused absences** (e.g., covid- or athletic-related).
....TBA

COURSE OVERVIEW AND LEARNING OBJECTIVES

Introduction to the study of the evolution and physical variation of humanity from a biocultural perspective.

How do we explain 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 with whom I work 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? How does living in a racist society impact long-term health?

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, and the fossil hominid record so that you can better understand the ways that human individuals and populations are stressed by and adapt to physical and cultural environments, such as during migration or higher pathogen loads. We will interrogate the idea of “race” biologically and culturally and study 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 how science is represented in the popular press and how science can be a product of the culture under which scientists practice. We 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, in diverse sociocultural environments across time and space?

Learning Objectives: By the end of this course, successful students will be able:

1. To understand how scientific knowledge is produced and disseminated with a focus on the scientific method, ethics, and biases in collecting and interpreting data, as well as the consequences of such biases.
2. To evaluate human variation (at both individual and population levels) as a product of genetics, biological plasticity, and culture (i.e., a biocultural approach)
3. To question concepts such as “normal” and “natural” and challenge essentializing, reductionistic, and scientifically invalid explanations for human variation, evolution, biology, and behavior.
4. To critically analyze popular perspectives on human evolution and variation.
5. To access reliable, relevant, and useful information and to document those sources appropriately.

As a **D2 Diversity (The Diversity of Human Experience)**, course, this class is focused on expanding students’ cultural awareness. A D2 course is intended to:

- Promote awareness of and appreciation for the diversity of human experience in any of its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster understanding of global and national issues including the histories, health, contexts, and flows of people, cultures, ideas, and capital or other resources within/across political and geographical boundaries

As an **N1 Natural Sciences** course, students will:

- become familiar with scientific thought, observation, experimentation, and formal hypothesis testing,

- develop the skills necessary to make informed judgments about scientific information and arguments related to the natural world,
- gain the ability to assess the impacts of our expanding scientific knowledge and technology on the diversity of life on Earth, and the quality of life for our own species, and
- experience the methods of scientific inquiry used to develop new knowledge about the natural world.

PREREQUISITES AND REQUIREMENTS SATISFIED

This three-credit class meets the D2 Diversity distribution requirements, as well as one additional distribution requirement: as a Social Science course for students who started before Fall 2023 and an N1 Natural Sciences for students starting in Fall 2023. The class has no prerequisites. While it is assumed that enrolled individuals possess college-level reading and study skills, this class is appropriate for students with no previous biology or anthropology coursework.

REQUIRED MATERIALS

Required Basic Technology: Please follow [this list](#) to make sure you are ready for the semester. For this class specifically, you will need, at no cost to you, [Microsoft Teams](#), [Microsoft Office](#), and [Brightspace \[BS\]](#). Additionally, you will need access to [groups in Microsoft Stream](#) for films.

Larsen Textbook and InQuizitive [IQ]: The following textbook and its companion 3D models and InQuizitive [IQ], can be purchased from Norton and the UVM Bookstore. More details on IQ appear below and on Brightspace.

Larsen, Clark Spencer. (2022). *Essentials of Biological Anthropology*, 5th ed. New York: W. W. Norton.

You should get one of these (see <https://wwnorton.com/books/9780393876857>):

- a new paperback copy (comes with e-book and IQ; ISBN 978-0-393-87685-7)
- a new loose-leaf copy (comes with e-book and IQ; 978-0-393-87686-4)
- the e-book (comes with IQ; ISBN 978-0-393-87684-0)
- a reserved/used/rented book and, if without a fresh IQ code, get IQ from [Norton](#) (“Purchase Options”)

Additional Readings: Other readings and course materials will be handed out in class and/or posted on [Blackboard](#). You should [set up a free UVM account to access unlimited articles in the New York Times](#).

The textbook and select popular sources (e.g., *The New York Times*, *Discover Magazine*) used in this class are used because they are easily accessible and present a broad view. Some are designed to teach content at face value (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 simply absorb information, but I will also ask you to step back and analyze sources. It should be noted that popular sources are rarely suitable for research papers in college classes (unless you are using them to demonstrate what is in the popular press). Instead, you should access the scholarly literature that these sources cite, as well as others available through your library access (see [UVM Libraries](#) and the class Information Literacy Assignment for more information). Please ask if you have any questions about this.

TECHNICAL AND ACADEMIC SUPPORT FOR STUDENTS

Technical Support: Contact [UVM Tech Team](#) for help with **email**, **Brightspace**, **Teams**, or your computer in general. Contact [Norton Service Desk Support for Students](#) for help with IQ or the e-book

Libraries, Access, Research, and Citation Help: You are expected to access scholarly literature on a research topic through [UVM Libraries](#). If you need additional help selecting topics, finding information, citing sources, and more, the UVM librarians are eager to help. Contact them by phone, e-mail, chat, or text, or schedule an individual consultation with a librarian from [Howe Library](#) and/or [Dana Medical Library](#).

If you are off-campus and want to access the UVM library databases (e.g., *Academic Search Premier*) and other resources (e.g., electronic journals, *JSTOR*, *Anthrosource*), go to the [UVM Libraries website](#) and click “Connect from Off-Campus” (no more wondering if you should pay for articles!). Also, get off-campus access to articles through this [special link to Google Scholar](#).

Writing Support: For support and feedback at any point in the writing process, you can consult with a tutor at the [Writing Center](#). You can [make an appointment online](#) with a tutor with a range of majors/minors. At the end of your session, you can (and should!) request that the tutor email me a copy of your session description.

Other Academic Support: [The Tutoring Center](#) provides tutors and general study skill instruction free of cost.

HOW THE COURSE IS SET UP

The course is broken into three parts, each of which has various formative assignments and concludes with an exam. The major theme in this course is to understand human biological variation and how culture strongly influences that variation as well as the way we conceptualize it. Part I covers the basics of anthropology, genetics, inheritance, and evolution in a biocultural framework. Part II explores how genetics intertwine with an individual’s development and adaptation to produce the amazing, yet subtle, variation present in modern humans. We learn about non-human primates and what they can tell us about what it means to be human. Part III concludes the semester with a section on earlier hominin species and their evolution to modern humans.

All the materials for each week can be found in the **Course Materials** link in Brightspace (and will be rolled out as the course progresses, with sections appearing at least a week before they are due). A list of specific assignments (some for extra credit) is summarized below and deadlines can be found in the **Course Schedule**.

ASSIGNED WORK

Grades will be assigned based on the following work. Please see [Grade Distribution](#), the Course Schedule, and information on Brightspace for more information. Please note that *all work must be completed independently*.

InQuizitive: Each chapter includes a section in InQuizitive. According to its developer, InQuizitive is “a formative, adaptive quizzing tool that... ensure[s] students come prepared to lectures, quizzes, and exams” (and they claim it improved student scores by nearly a letter grade). Anth 1400 students have found it to be an engaging and interactive way to test your understanding of the material in the Larsen text. The nerds among us found the way you can bet points based on how well you know the content to be especially fun. Since their purpose will be to measure your preparation and effort, grades are focused mainly on completion. In theory, everyone can get 100%, as long as you get your work completed by the deadline. See tips in Brightspace.

Required Activities aid in the set up for the course and becoming proficient with frequency calculation.

Tests: Three multiple-choice tests on Brightspace are for practicing and improving your mastery of the material on genetics, primates, and early hominins. They will consist of approximately 40 multiple-choice questions. Studies show that multiple-choice exams should allow for a maximum of a minute per question so, as long as you are prepared, the tests should take less than an hour to complete. You may use the 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 exam. Each time a test is taken, a subset of questions are drawn randomly from a question bank. The highest grades from your attempts will be used as your final test grade.

Assignments: You will complete two assignments this semester. The Information Literacy Assignment will allow you to briefly research the scholarly literature on a topic of your interest, learn citation conventions in academia, and hone your information literacy skills. The Ethics Assignment is a 600 to 1000-word paper that you will write on one of two ethical case studies in human biology presented to you.

Exams: Three exams break up the course information. They will include multiple-choice, true or false, and optional essay questions. No notes or other materials can be used during exams unless noted beforehand. The exams are not cumulative and will cover all class material, including lecture material not covered in the readings. Their purpose is to assess your mastery of the class content.

Extra Credit Activities: Designed to enhance your knowledge of the subjects, such as questions to discuss with classmates online or exercises to apply the material to solve a problem or think critically and reflect on a topic. You may use any published resources (e.g., your text, the Brightspace site) to complete the activities, but you should cite your sources and be careful not to plagiarize (including paraphrase plagiarism - you need to show me that you understand the material, not that you can just copy from a book and change the wording!). Due dates are the same as for the other materials on the week for which they are assigned.

GRADE DISTRIBUTION

Assigned Work	Points
InQuizitive Chapters [11 x 20 points]	220
Required Activities [3 x 15 points]	45
Tests [3 x 85 points]	255
Assignments [2 x 90 points]	180
Exams [3 x 100 points]	300
Total	1000
Extra Credit Activities [6 x 10 points]	60 (bonus)

Points convert to final letter grades as follows, with rounding up only for points ending in 0.50-0.99:

Grade	Points	Grade	Points	Grade	Points	Grade	Points
A+	990 to 1000	B+	870 to 899	C+	770 to 799	D+	670 to 699
A	930 to 989	B	830 to 869	C	730 to 769	D	630 to 669
A-	900 to 929	B-	800 to 829	C-	700 to 729	D-	600 to 629

EXPECTATIONS ON ATTENTION AND ENGAGEMENT IN THIS COURSE

These days we have gotten used to only half-reading all the information with which we are bombarded every day. We are distracted by text messages, etc. while reading or listening. Some are even claiming we have an [attention span shorter than a goldfish](#). All claims aside, I have found that in the last two years that students have been asking the same questions in class within minutes of one another; recently students have also had trouble following the same instructions that I have used without a problem for many years.

When we are only paying half attention, it takes repetition for everyone to absorb information, and many stop listening because of it. Similarly, substance use can impair the ability to learn and retain information, as can technology (which is prohibited in class). Ultimately, you play the largest role in determining the success of your education and making your experiences meaningful. Please take our time together as an opportunity

to do everything you can to focus and participate in the moment. This way, you can get as much as possible out of the course, and we can all complete the work as efficiently and successfully as possible.

EXPECTATIONS FOR COMPASSIONATE COMMUNICATION IN THIS COURSE

While I wrote this section with Jeanne Shea when we taught Anth 172 (Gender, Sex, Culture, Race and the Body), I now feel like it is relevant for all courses. College is a space of learning, with students and instructors from many different backgrounds, sexes, genders, racial categories, ethnicities, age cohorts, cultures, subcultures, regions, and socioeconomic classes. This diversity means differences in perspectives, understanding, exposure, experiences, identities, and ways of talking. In this educational environment, we need to come together with a spirit of curiosity, ready to learn from course materials and each other. All members of this class are expected to follow [UVM's Common Ground](#) and [Code of Student Conduct](#) and to do their best to treat each other with respect and compassion, stop and think before speaking, reach out for help when needed, and to apologize when we make mistakes.

Respect: In order to treat each other with respect in this class, we should not use terms that we know to be sexist or racist in referring to others. However, it is appropriate to discuss the sexism or racism connoted by a term that others or we ourselves have used in the past. For example, whereas you would not call another student in this class the “N-word,” you could say, “in the U.S. the ‘N-word’ has been used to imply that Black people are lesser than White people.” Respect also involves listening when someone tells us that something we said carried sexist or racist connotations for them. Respect also means trying to change our speech patterns within this class after learning that our words have had a negative impact on class members.

Compassion: In order to treat each other with compassion in this learning environment, we also need to avoid calling each other out in a shaming manner. Issues of sex, gender, race, and ethnicity are complex and vary over place, time, and circumstance. We all make mistakes. Many times, people are unaware of the sexist or racist connotations of things they say, or they misspeak out of a habit they picked up in another social context. In trying to persuade others to modify their speech, it is helpful to talk with them in a way that does not assume that they harbor ill intent, while at the same time working to teach them about the negative impact of their words. In doing this work of educating others, it is important to use “I” statements, be specific about what and why, and open up a space for growth. For example, you could say: “When you said, ‘they gyped me,’ you probably didn’t mean it this way, but I learned in my European history class that ‘gyped’ has racist connotations and refers to ‘gypsies’ or Roma people and stereotypes that Romani are cheaters and thieves. Have you heard about that before?” This allows the other person to be a learner who is capable of change, rather than jumping into self-defense mode. Compassion also means understanding that class members are juggling many different things and that learning takes time. For example, someone may accidentally call you by the wrong name or pronoun more than once. Please continue to correct them in a non-accusatory way. For example, “Oops! You called me ‘Mrs. Jones’ and ‘she/her/hers.’ Remember I asked to be called ‘Professor Jones’ and ‘ze/zir/zirs’.” Along these lines, see [this post](#) describing “[calling people out](#)” vs. “[calling people in](#)” and [this story](#) about Prof. Loretta Ross who is teaching this technique at Smith College. In a learning environment, it is usually appropriate to “call in” each other, rather than “calling out.”

Teachers as Co-Learners: Sometimes teaching staff or Brightspace sites may inadvertently use language, ideas, or examples that some students find questionable. Please don’t hesitate to tell us if you come upon something like that. Sometimes it may be a matter of providing you with more context to understand how, in a scholarly context, the content means something different from what you had thought. Other times, customs may have changed and what is acceptable in one age cohort or social circle may not be in another. Please email the professor or TAs to call us in. Every time we teach a class, we learn something new.

Stop and Think and/or Reach Out for Help: Remember we can step away and think or consult others before we respond. If you intend to call someone in, think about how to do it compassionately. If you are called in, take some time to cultivate some compassion for yourself and others before you respond. If you don’t feel

comfortable educating your peers or if there is a repetitive pattern that is not suitable for calling in, please don't hesitate to contact the professor for help. We understand that sometimes it might not feel safe to call in a classmate or you might not know how to do it compassionately. Additionally, it can become a burden on people with underrepresented identities to be expected to educate others. Reach out to your professors!

Many Personal Truths: Another thing to remember is something we emphasize in anthropological training: our individual personal truths may differ from the truths of others. For example, one person may believe in monogamy and marriage as offering the comfort of commitment, while for another person, monogamy and marriage may feel like sexist or heterosexist cages. Using "I" statements in expressing personal truths helps prevent the implication that another's personal truths are wrong. Remember, in many situations, there is more than one right answer. It varies by person and context. This does not negate that data can be collected empirically. It is simply a comment on interpretation. This will be one theme in this course.

COURSE POLICIES REGARDING ATTENDANCE AND MISSED OR LATE WORK

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 keep track of deadlines and turn in their work before it is due. Plan to have your weekly work done before Friday night so that you have until Sunday night as a grace period if you need it. Mistakes happen so, if you miss an assignment or do poorly, you can earn additional points with the Extra Credit Activities. No extra credit or retesting beyond that offered to the whole class 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.

University Attendance Policy (relevant excerpts): Students are expected to attend all regularly scheduled classes. The instructor has the final authority to excuse absences. ... It is the responsibility of the student to inform the instructor regarding the reason for absence from class and to discuss this with the instructor in advance whenever possible [Read on. There is no need for us to discuss your personal information with me!]. The instructor has the right to require documentation. If an out-of-class exam is scheduled that conflicts with a regularly scheduled class, the regularly scheduled class has priority. ... If a student will not be able to attend class for qualifying health reasons, Student Health Services will notify the appropriate student services office or staff member informing them of the dates the student is unable to attend. The notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

Since you are adults, you are old enough to decide on your priorities. Previous students report that excelling in this class is only possible if one attends class regularly so it will likely impact your grade if you do not attend. However, attendance is not directly part of your grade. It will only be taken so that I have a record in case someone is in crisis. Lecture slides and outlines (not notes) are always available. If you have documentation for missing class or need to miss once or twice due to feeling ill, you should email the Head TA who will provide you with lecture notes that the TAs will take (if you need to hear a recording, the Head TA make my recorded lecture from last year's online course available to you). You should meet with your TA and/or contact me for a follow-up if you have any questions about the notes. If you have a chronic condition causing routine absences, please see the next item. In the case of an unavoidable absence for an exam or an extension of a due date, students will need to provide documentation through the appropriate college office. If you occasionally arrive late for class (it happens to the best of us), I just ask that you come in quietly. See below for athletes and religious holidays.

What should I do if I am experiencing difficulties that may impact my coursework? Students experiencing chronic health issues, difficulties, or emergencies should be proactive in contacting Student Services and other support services (see below) for help in accessing helpful UVM resources (you have already paid for them after all!). You should contact your college's Student Services office, and they can direct you to the

correct resource. In a pinch, you can call the College of Arts and Sciences (CAS) office (802-656-3344), and, if you are from another college, they can direct you to the right place.

Late Work Policies: Make-up **Exams** will be given only in the case of documented emergencies run through appropriate university channels (e.g., Dean of Students office). If a student is aware of a conflict and lets me know in advance, I will often agree to give early exams. If you do not complete your first attempt at a **Test** by the due date, your grade will be penalized 10% for every 24 hours late (i.e., work turned in 1-24 hours late will be reduced by 10%, while work turned in 25-48 hours late will have 20% deducted). **InQuizitive** work will not be accepted late. However, you should still complete a missed IQ since it will help you do better on the exam. No late Information Literacy or Ethics **Assignments** will be accepted under any circumstances. They can be completed weeks in advance of the due dates, so please plan for unexpected emergencies. Likewise, **Extra Credit Activities** will not be given any credit after the weekly due date. For the **Required Activities**, I will bug you until you complete them so save both of us the trouble and complete them early.

RESPONSIBILITIES, ACCOMMODATIONS, AND OTHER COURSE-RELATED POLICIES AND VALUES

Student Rights and Responsibilities: Students should review their [rights and responsibilities](#), including policies on academic integrity, attendance, disenrollment, and the Classroom Code of Conduct. UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington. This includes following all rules regarding [facial coverings](#) when attending class and generally in indoor spaces. You must wear a secure mask that entirely covers your nose and mouth. If you do not follow these guidelines, I will ask you to leave class. If you forget your mask, you cannot enter the class and should go retrieve a mask. The [Code of Student Conduct](#) outlines policies related to violations of University policies to protect health and safety.

University Policy on Religious Holidays: Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please [submit the dates to me in writing by the end of the second full week of classes](#). You will be permitted to make up work at a mutually agreed-upon time.

University Policy on Athletic-Academic Conflicts: Students participating in intercollegiate athletics should plan their schedules with care, recognizing primary importance of their university academic responsibilities. Varsity team members are responsible for communicating potential conflicts between their athletic and class schedules to their instructors in writing by the end of the second full week of classes. If unavoidable conflicts exist, students and instructors should discuss them and seek resolutions that permit students to address course requirements and participate in athletic competitions. The instructor has final authority on this matter.”

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact [Student Accessibility Services \(SAS\)](#), the office of Disability Services on campus for students. SAS works with students and faculty to explore reasonable and appropriate accommodations, which are communicated to faculty in writing. All students are strongly encouraged to discuss with their faculty the accommodations they plan to use in each course.

Academic Integrity: Students are expected to adhere to [UVM’s Code of Academic Integrity](#) in this class. Offenses against academic integrity are any acts that would have the effect of unfairly promoting or enhancing one’s academic standing within the entire community of learners, such as through plagiarism, fabrication, collusion, and cheating. Any suspected violations of the policy will not be tolerated and all allegations or suspicions will be forwarded to the [Center for Student Conduct](#)

Copyright Policy: Students must read and abide by the [UVM Copyright Policy](#). Materials to which students have access in this course may be protected by copyright. Copying, downloading, or transmitting course materials may be a violation of the copyright laws of the United States.

Intellectual Property Statement/Prohibition on Sharing Academic Materials: Students are prohibited from publicly sharing or selling academic materials that they did not author (e.g., class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook, or other copyrighted class materials); and students are prohibited from sharing assessments (e.g., homework or take-home exams). Violations are handled under the [University's intellectual property policy](#) and [Code of Academic Integrity](#).

Consent to Be Recorded: Class may be audio-visually recorded for students who are unable to attend due to illness or emergency. Recordings will not be widely available. Nevertheless, if you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and not use a profile image. Likewise, if you are unwilling to have your voice recorded during class, you need to keep your mute button activated and communicate exclusively using the chat feature to type questions and comments.

Course Evaluation: Students are expected to complete an evaluation of the course at its conclusion. These evaluations will be anonymous and confidential, and information gained will be used to improve the course.

Grading: UVM's Registrar provides [information on grading and GPA calculation](#). To understand how this course converts points into grades, see the table in [Grade Distribution](#) above.

Policies for Disputing Grades in the Course: The grading system is fairly objective and straightforward in this class. However, mistakes can be made, and/or keys can be incorrect. All grades must be disputed within a week of the date that graded work is made available. For multiple-choice, etc. 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 in the course materials (e.g., pages in text or slide number) you find your answer. Likewise, you may ask me to reread an essay or assignment by presenting your argument and citations in writing. I will decide whether to change your score.

Final Grade Appeals: If you would like to contest the final course grade submitted to the registrar, please follow the procedures outlined in the [University's grade appeals policy](#).

Final Exam Policy: The [University's final exam policy](#) outlines expectations during final exams and explains the timing and process of the examination period.

FERPA Rights Disclosure: The purpose of the [FERPA Rights Disclosure policy](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

Promoting Health & Safety: Our number one priority is to support a healthy and safe community. The following resources are available to aid in that endeavor.

- [Center for Health and Wellbeing](#)
- [Counseling & Psychiatry Services \(CAPS\)](#): (802) 656-3340
- [C.A.R.E.](#) If you are concerned about a UVM community member or are concerned about a specific event, you are encouraged to contact the Dean of Students Office (802-656-3380) or, if you prefer, submit an anonymous Concerning And/or Risky Event (C.A.R.E.) form to the CARETeam.

Unacceptable Requests in this Course: The following requests will not be accepted in this course:

- Asking for extra credit. In addition to it being utterly unfair, it takes time away from the graded coursework, so it is counterproductive.
- Asking if there is something you "can do to get more points in the class" other than improving your performance in class. Grades in this class are earned based on academic performance.
- Asking if we can't "just give you a break because you have studied too hard for the grade we 'gave you.'" Unfortunately, we have to assign the grade you earned based on mastering the course learning objectives and not effort, which we have no way of measuring in any case.

- Asking for a higher grade than you earned because “I know the stuff even though you can’t tell from what I handed in.” Unfortunately, grades are not assigned on the perception of knowledge but on knowledge displayed.
- Asking for a higher grade than you earned because “this one class is going to mess up my GPA and my future career aspirations.” Rest assured that your GPA is built from 120 credits so even an F in one class will minimally affect your cumulative GPA. Even medical schools consider transcripts as a whole and know that students always have a couple of lower grades for whatever reason.

COURSE SCHEDULE

See Brightspace.

SAMPLE COURSE SCHEDULE (AS USED FOR SPRING 2022)

This schedule is subject to modification by the professor during the semester in the event of unexpected opportunities or unforeseen challenges encountered by the class.

IMPORTANT DATES

Last Day to Drop (course will not appear on your transcript):	January 31
Last Day to Declare Pass/No Pass (P or NP on transcript):	January 31
Last Day to Withdraw (transcript will record a "W"):	April 4

PART I

Although work will ideally be completed before class or Friday for the week it is assigned at the latest, it is not considered late until midnight on Sunday (unless otherwise noted).

Week 1 (Wednesday 1/18 - Sunday 1/23)

Introduction/Overview

InQuizitive Introduction (required activity)

Course Expectations and Policy Agreement (required activity)

Additionally: Class Set-Up (log onto Bb and Stream, get the book))

Anthropology & Biological Anthropology

IQ Ch1

[**IQ=InQuizitive]

Week 2 (Monday 1/24 - Sunday 1/30)

Evolutionary Theory and Explaining Variability

IQ Ch2 (can finish next week)

Listen to recorded lectures on Mendelian Genetics before next Monday

Extra Credit: Darwin vs. Lamarck Activity

Week 3 (Monday 1/31 - Sunday 2/6)

Mendelian Genetics and Inheritance

IQ Ch2 (complete)

Week 4 (Monday 2/7- Sunday 2/13)

Genetics: Reproducing Life and Producing Variation

IQ Ch3

Genetics Test 1st attempt (if genetics is new for you, you might wait until the end of this week; see Week 6)

Week 5 (Monday 2/14- Sunday 2/20)

Genes and Their Evolution: Population Genetics

IQ Ch4; Frequency Calculations (required activity)

Extra Credit: Evolutionary Forces Activity

Week 6 (Monday 2/21 - Sunday 2/27; M 2/21:Presidents' Day Holiday)

Part I Conclusion

Epigenetics

Genetics Test (if desired, 2nd and 3rd attempts can be made any time before the exam is taken)

Exam 1 (W 2/23)

PART II

Week 7 (Monday 2/28 - Sunday 3/6)

Biology in the Present: The Other Living Primates

IQ Ch6

[Spring Recess Monday 3/7-Sunday 3/13]

Week 8 (Monday 3/14 - Sunday 3/20)

Primate Sociality, Social Behavior, and Culture

IQ Ch7

Primates Test

Extra Credit: Information Literacy Preparation Activity [due W 3/23]

Week 9 (Monday 3/21 - Sunday 3/27)

Human Variation and Adaptation

IQ Ch5

Information Literacy Assignment

Week 10 (Monday 3/28 - Sunday 4/3) (Society for American Archaeology meetings this week)

Race: Scientific Racism and the Biological Effects of a Social Construct

Extra Credit: Race and Biological Determinism Activity

Week 11 (Monday 4/4 - Sunday 4/10)

Part II Conclusion

Paleoanthropology

Exam 2 (F 4/8)

PART III

Week 12 (Monday 4/11 - Sunday 4/17)

Early Hominin Origins and Evolution: The Roots of Humanity

IQ Ch10

Week 13 (Monday 4/18 - Sunday 4/24)

The Origins and Evolution of Early Homo

IQ Ch11

Early Hominin Test

Week 14 (Monday 4/25 – Sunday 5/1)

The Origins, Evolution, and Dispersal of Modern People

IQ Ch12

Ethics Assignment

Extra Credit: Neanderthal Activity

Week 15 (Monday 5/2 – Friday 5/6)

Our Past 10,000 Years: Agriculture, Population, Biology

IQ Ch13

Extra Credit: *Homo floresiensis* Activity

Finals Week (Saturday 5/7 – Thursday 5/13)

Optional Exam 3 (Sat 5/7 10:00-10:50+)

Exam 3 (Th 5/12 8:30*-9:20am+)

+ exam should take most <50 minutes, but okay if need longer; *Official exam period starts at 7:30 but we start at 8:30 am