



Intro to Bio Anthropology

ANTH-1105

Fall 2024 Section 01 3 Credits 08/14/2024 to 12/13/2024 Modified 09/30/2024

Description

An examination of humans from biological and evolutionary perspectives. Topics of survey and analysis include systems of human and non-human inheritance and evolution, primatology, origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.

This is a Core IMPACTS course that is part of the *STEM* area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad *Orienting Question*:

- How do I ask scientific questions or use data, mathematics, or technology to understand the universe?

Completion of this course should enable students to meet the following *Learning Outcome*:

- Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

Course content, activities and exercises in this course should help students develop the following *Career-Ready Competencies*:

- Inquiry and Analysis
- Problem-Solving
- Teamwork

Requisites

Prerequisites:

Corequisites:

Contact Information

Instructor	Dr. Isabel Maggiano	Telephone	Direct Line: 678-839-6450 Department Line: 678-839-6466
Class Meeting	M/W 12:30PM-1:45PM	Office Hours	M/W 2PM - 3PM, T/Th 1:30PM - 3PM
Office Location	Miller Room 1219	westga email	imaggian@westga.edu

Meeting Times

Class meeting time is Mondays and Wednesdays from 12:30PM-1:45PM.

How much time does a College Class take? Advice on Effort and Persistence:

The [Institutional Credit Hour Policy \(https://catalog.westga.edu/content.php?catoid=3&navoid=113\)](https://catalog.westga.edu/content.php?catoid=3&navoid=113) states one credit is equal to 50 min/wk of seat/instructional time and twice that in student work outside the class. Therefore, to manage your time effectively, plan on studying and reading for a minimum of 4-6 additional hr/wk depending on skill level. Your enrollment in this class indicates you accept and can make sufficient time in your schedule for required coursework.

Materials

Textbook is an OER (Open Educational Resource), fully accessible online and for free. You can it's full version, including some ancillary materials, at this link: <http://explorations.americananthro.org/>

For your convenience, all Associated Textbook Chapters and any other reading materials are also uploaded as PDF documents or links into CourseDen Modules.

Outcomes

Detailed Course Description (CRN#[80202](#))

In this course you will have the opportunity to study humanity itself through biological and evolutionary theory with a holistic anthropological perspective. This perspective meshes physical scientific knowledge with applications across our broad experiences in business, education, social sciences, and humanities. Topics of survey and analysis include systems of inheritance and evolution, primatology, human origins, modern human variation and adaptation, and interactions between human biology and culture.

Learning Outcomes (also refer to the Undergraduate Catalog)

By the completion of this course, each student should be able to:

- **Core Area D:** Apply scientific reasoning and methods or mathematical principles to explain natural phenomena or situations that arise in the real world.
- **Core Area D:** Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.
- Describe fundamental observations, theories, and methods central to modern physical anthropology.
- Identify critical events within physical anthropology, such as the modern synthesis in biology, the molecular revolution, and major milestones non-human and human evolution.
- Investigate social, philosophical, or ethical implications of research in physical anthropology, such as human variation and cultural construction of “race”, gene therapy, primate habitat conservation, and human origins.

***Please Note:** This class addresses human origins, climate change, and human ecological impact as supported by the scientific method and multiple lines of evidence. Though there is no intrinsic struggle between science and religious/ideological belief, it is possible that some beliefs will be challenged by evidence we had not previously considered. This process can be part of strengthening your worldview and creating new and deeper understanding – spiritual, social, and scientific. It can also be uncomfortable, particularly at first, for some students. Our job is to be respectful of this discomfort and to protect one another during our exploration of human evolution, but it is not to entertain discussion outside the realm of scientific evidence in class. Feel free, and even encouraged, to use your instructor’s office hours as a place to share personal beliefs and your process of discovery! Enrollment for this class on Physical Anthropology indicates you are aware of and are comfortable with these guidelines and that you insure your ability to satisfy the course’s requirements.*

Curriculum Fulfillment

This course partially satisfies the requirements for **Core Area D:** Natural Sciences, Mathematics, and Technology as a non-lab science course for catalog year 2016-17 and later. Please see your advisor for more information.

Strategies for Success:

- Purchase the textbook on time, and always read all assigned readings (both in the textbook and additional readings). READ, READ, READ!
- Read and study the lecture notes.
- Make your own notes! Not only does this help you remember and organize the materials, it also provides you with quick reference material for studying for the exams.
- Start your assignments early and submit them on time. Waiting until the last minute results in stress over the assignment as well as lower quality work. Use your time wisely, and get the most out of your effort and this course.

A Quick Word about Network Etiquette - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.

- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

✓ Evaluation

Grading Scale:

You can check your general progress by comparing your score against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. For a general guide to how you are doing in the class refer to returned grades by adding up your points and dividing by the total achievable. Your performance will only be addressed with you. Any questions about grades must be resolved within the first week following the assessment in question.

Improvement Points:

In this class you will have the opportunity to improve your study habits dramatically. While this is happening, you should be offered the opportunity to correctly make-up for an assignment/quiz that didn't go so well. For these reasons, you will have an opportunity to make Improvement Points if your Exam grades improve. For example, if a student were to earn a 60% on the first test, an 80% on the second test and a 90% on the third test (a 76% avg), they would have collectively earned 8 points of extra credit on their final grade average (bringing their grade to an 84%). Please note the Improvement Points chart that follows:

	A 20 point increase	A 10 point increase
From Exam 1 to Exam 2	+4 pts on class avg.	+2 pts on class avg.
	A 10 point increase	A 5 point increase
From Exam 2 to Exam 3	+4 pts on class avg.	+2 pts on class avg.

Criteria

Breakdown

☰ Assignments

Assignment name	Description	Due Date
Attendance	Regular Attendance and Participation is Key! See Section on Excused and Unexcused Absences and Makeup Work	Every class!
Introduce Yourself-Discussion Thread	As part of our introduction module, introduce yourself in the "Introduce Yourself"-discussion thread. 150-word minimum, response to classmates not required (8 points).	Week 1 Sunday by Midnight
Short Quizzes	There will be 4 short quizzes. The first 3 quizzes (Quiz 1-3) will ask 10 choice/true or false questions about the specific chapter you are working on. Be prepared! You will have only 20 minutes and get only one attempt (3 quizzes, 20 points each). At the end of the semester, I will administer an UWG Gen Ed assessment quiz which will ask 11 questions about the entire semester's learning content. (1 assessment quiz, 22 points)	Quiz 1-3: Sunday night at midnight of the assigned week. Check schedule below for exact dates. Assessment Quiz: Same deadline as Exam 3
Reading Responses	There will be 2 Reading Responses (to be dropped into assigned dropboxes on CourseDen). Reading Responses need to be at least 200 words long . More specific instructions will be provided on CourseDen (2 Reading Responses, 10 points each).	Sunday night at midnight of the assigned week. Check schedule below for exact dates.
Activity Assignment	There will be 2 Activity Assignments. Detailed instructions will be posted on CourseDen. (2 Activity Assignments, 30 points each)	You will have 2 weeks to complete Activity Assignments.
Exams	There will be 3 exams, including a final, non-cumulative exam. Each exam will consist of 50 multiple choice and/or true/false questions (2 points each) covering content from particularly lecture and readings. NOTE: You will need a tall Green Scantron and a number 2 pencil to take the exam.	Exams are in class
TOTAL		

Expected Response times:

Homework assignments will be graded within one week past the due date. *Due to large class size, I cannot always provide individual feedback for assignments. Feel free to contact me through e-mail, if you have questions regarding your grade.*

Extra Credit:

There will be NO individual extra credit assignments offered at any time.

Schedule

ANTH 1105, Introduction to Biological Anthropology				
Week	Begin Date	End Date	Topic/Chapter/Assignment	Due Dates** for assignments printed bold
1	8/14	08/25	What is Biological Anthropology? Introduce Yourself-Discussion Thread Reading Response 1	Sunday at midnight
2	08/26	09/01	Molecular Biology and Genetics Quiz 1	Sunday night at midnight
3	09/02	09/08	NO CLASS MONDAY - Labor Day Forces of Evolution	Sunday night at midnight
4/5	09/09	09/22	Modern Human Variation Part I: Race and Human Variation Part II: Human Variation and Adaptations Study for Exam 1!	Sunday at midnight
6	09/23	09/29	Exam 1	Exam is IN CLASS Wednesday, bring green scantron
	09/30	10/06	Forensic Anthropology	Sunday at midnight

8/9	10/07	10/20	Living Primates Part I: Meet the Living Primates Part II: Primate Ecology and Behavior and Primate Conservation Quiz 2, Activity 1	Sunday at midnight
10	10/21	10/27	Stones and Bones: Studying the Fossil Record Reading Response 2	Sunday night at midnight
11	10/28	11/03	Exam 2	Exam is IN CLASS Wednesday , bring green scantron
12	11/04	11/10	Early Hominins Quiz 3	Sunday night at midnight
13	11/11	11/17	Early Members of the Genus Homo and Archaic Homo	Sunday night at midnight
14/15	11/18	12/08	Modern Homo Sapiens and Contemporary Topics Part I: Modern Homo Sapiens Part II: Contemporary Topics: Human Biology and Health Activity Assignment 2, Study for Exam 3!	Sunday night at midnight
16			Exam 3 - non-cumulative Assessment Quiz Online	Assessment Quiz available online from Monday December 2nd to Friday December 6th Exam 3, December 9th 11AM, regular classroom, bring tall green scantron

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.

* Course Policies and Resources

Assignment Deadlines and Make-Up Work

All assignments are due on time. An excused absence/inactivity (one with appropriate documentation from an official source (doctor, police, school representative, etc.) may warrant a missed deadline (depending on the circumstance as determined by the instructor). Unexcused absence/inactivity, may be accepted in situations of early and clear communication, at the instructor's discretion, with the application of grade penalties (one half-letter grade, 5%, deduction will be made per calendar day late, to a maximum of two letter grades). Make-up work must be scheduled and taken within one week, or be subject to penalty or cancellation. You may not receive a grade of "Incomplete" simply because you did not take part in the course. An incomplete will only be issued at the instructor's discretion, and only in cases where close communication has been maintained with the instructor throughout an emergency that has kept a student from receiving credit for a small, recent portion of the class.

Class Behavior

You are expected to act as an adult and to be orderly and respectful in the class. Being respectful includes the following: remaining quiet when your professor or fellow classmate is speaking, supporting classmates through constructive and positive interactions, and avoiding distracting your fellow students. Anyone not following these guidelines or exhibiting other disruptive behavior will be warned in class and ultimately asked to leave the class if the behavior continues.

Anthropology Program Policy on Artificial Intelligence (AI) and Student Collaboration:

In this class, you may ONLY collaborate with AI or other students as explicitly allowed by the professor. If you have a questions about if you're use of AI or a collaborator is academic misconduct, it is your responsibility to discuss this with your professor before submitting your assignment.

1. You may use AI only for brainstorming or thought refinement
2. No direct language may be copied and pasted from AI output. This includes programs or websites offering "suggested text", including Grammarly, etc.
3. No ideas provided by AI, or references cited by AI, may be used by a student who doesn't understand them or hasn't read the references themselves.
4. Any use of ideas from AI sources should be referenced explicitly, but it is important that for most assignments "what the AI told me" will not be considered as an academic source

AI outputs can be problematic in a scholarly context in several ways:

1. It isn't original work – it plagiarizes the efforts of unrecognized authors with no transparency
2. It has hidden biases that cannot be accounted for or easily avoided.
3. It lacks critical thinking ability and cannot deviate from boundaries of logic or scope imposed by your prompt.
4. It can "hallucinate" somewhat believable false text and regularly makes mistakes understanding your prompts because it asks no clarifying questions and offers few if any corrections.

In this class, AI text in your submissions will be detected using software and the professor's understanding of your writing voice and knowledge level. Every student will be evaluated in the same way using the same tools. Any student may, at any time, be required to discuss their work in detail with their professor as an

additional assessment of their level of understanding of used material and sources of information. If any student is found in violation of this AI and Collaboration policy, they may be issued a penalty at the instructor's discretion, including failing the class without warning. Refusal to discuss your work with your professor as described above within an academic week of notification, signifies your acceptance of any applied penalties.

Contrary to popular belief, AI work in a scholarly context is often wrong enough to earn you very low scores in the first place - so, don't believe the hype and learn to trust your own thoughts.

Two final thoughts on AI for college students:

1. The only skilled users of AI are those who don't need to use it. You'll need real skill to engineer prompts and guide/verify outputs far beyond your college career – work the hard way first.
2. If folks can't tell the difference between you and an AI, what do we need you for?

Your participation in this course signifies your acceptance of these policies.

College/School Policies

The College of Humanities, Arts, and Social Sciences (CHASS) is dedicated to promoting excellence in teaching, scholarship, creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation and career development.

CHASS is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts.

CHASS teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CHASS faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CHASS coursework and their degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

1. Connect with a professor(s) who makes you excited to learn;
2. Connect with a mentor(s) who cares about you as a person;
3. Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

4. Complete a long-term project such as a capstone project.
5. Participate in a high-impact practice such as study abroad or an internship
6. Get involved in extracurricular activities and groups.

Institutional Policies

Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility and Testing Services \(https://www.westga.edu/student-services/accessibility-testing/index.php\)](https://www.westga.edu/student-services/accessibility-testing/index.php).

Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this [UWG Online \(https://uwgonline.service-now.com/kb/\)](https://uwgonline.service-now.com/kb/) Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: [Tutoring Service](#)

[Knowledge Base article \(https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF\)](https://www.google.com/url?q=https://uwgonline.service-now.com/kb?id%3Dkb_article_view%26sysparm_article%3DKB0010788&sa=D&source=docs&ust=1689091469862762&usq=A0vVaw2vhm-Y9CAGpzHoFZpHngPF).

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards \(https://www.westga.edu/administration/vpsa/ocs/index.php\)](https://www.westga.edu/administration/vpsa/ocs/index.php) site.

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: <https://www.usg.edu/policymanual/section6/C2675> (<https://www.usg.edu/policymanual/section6/C2675>)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](https://www.westga.edu/student-services/counseling/). (<https://www.westga.edu/student-services/counseling/>) Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](https://www.westga.edu/student-services/health/) (<https://www.westga.edu/student-services/health/>). To report a concern anonymously, please go to [UWGCares](https://www.westga.edu/uwgcares/) (<https://www.westga.edu/uwgcares/>).

[Online counseling](https://www.westga.edu/student-services/counseling/index.php) (<https://www.westga.edu/student-services/counseling/index.php>) is also available for online students.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](https://www.westga.edu/isap/ell-resources.php) (<https://www.westga.edu/isap/ell-resources.php>) for more information.

Additional Items
