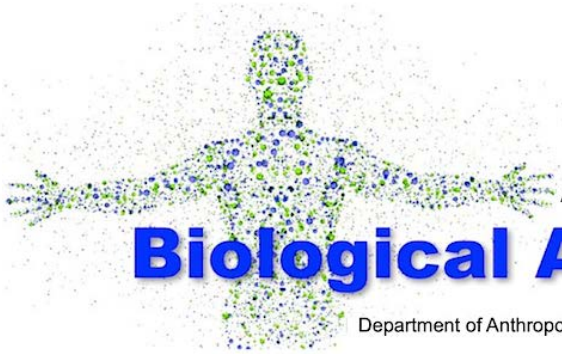


ANG 6587 Spring 2019 Grad Seminar

Biological Anthropology

Department of Anthropology ▪ College of Sciences ▪ University of Central Florida

Course Information

Course name:	Seminar in Biological Anthropology
Course ID:	ANG 6587 (0001)
Credit hours:	3.0 hours
Semester/year:	Spring 2019
Location & time:	Tuesday 6:00-8:50pm in HPH 409M

Professor Contact

Instructor:	Dr. Lana Williams
Main office:	Phillips Hall 309F
Office hours:	Tuesday 2:30-4:30pm (UCF Main Campus) or by appointment
Phone:	407-823-2227
E-mail:	via WebCourses Inbox (or lana.williams@ucf.edu)

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.
Prerequisites: Admission to Anthropology MA or CI.

What is this course about?

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and and empirical findings in contemporary research on human evolution and the biological basis for human diversity and behavior. Using analytical discussion as our foundation, we will examine the major questions and issues facing biological anthropologists today.

Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories
- Molecular genomics, population and behavioral genetics and evolutionary forces
- Human and primate behavioral and cognitive evolution
- Functional and adaptive nature of human diversity and biological variation
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course
- Evolutionary and contemporary biocultural perspectives on human health, including nutrition and adaptive immunity

What skills will I develop in this course?

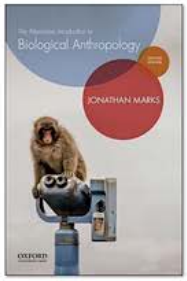
Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

After successful completing this course, you should be able to:

- Speak knowledgeably about core theoretical concepts that are fundamental to biological anthropology, including their historical development.
- Explore new and unfamiliar problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Critically evaluate central empirical evidence relevant to our place in nature, our evolutionary history, and biological diversity of our species today.
- Produce high-quality written work that addresses specific points in research design, methodological applications, or context and use of empirical evidence.
- Present information in a manner that engages in scholarly dialogues with colleagues and also reflects on the generation and dissemination of that knowledge.
- Actively contribute to a better understanding of biological anthropology through group interaction and discussion.

What textbooks will I need?

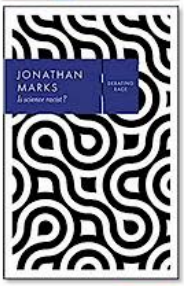
The following **required textbooks** will be used as an introductory reader and writing guide for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



The Alternative Introduction to Biological Anthropology

Author: J. Marks
Edition: 2nd edition
Year: 2018
Publisher: Oxford University Press
ISBN: 9780190490997

Available in paperback, eBook and rental formats



Is Science Racist?

Author: J. Marks
Edition: 1st edition
Year: 2017
Publisher: Polity
ISBN: 9780745689227

Available in paperback and eBook formats

The Elements of Style

Author: W. Strunk and E.B. White
Edition: 4th edition (or newer)
Year: 1999 (may differ depending on format)
Publisher: Longman
ISBN: 9781455549436

Available in paperback and eBook formats

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for completing your assignments, it is your responsibility to make the necessary arrangements** within the SAS facilities.

What are the course requirements?

This course begins on **January 07, 2019** and ends on **April 30, 2019**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- complete weekly assigned reading;
- participate in weekly online forum and class discussions;
- serve as seminar leader for one class meeting;
- write one annotation of a peer-reviewed publication each week and contribute to the course bibliography;
- write 10 weekly critical summary papers and participate in peer reviews of written work;
- produce a critical assessment paper and present your findings in a final course seminar.

All graded work is due on an assigned schedule, and once an assignment due date has passed, it will no longer be accepted for late grading unless approved by the professor. Please **note the due dates carefully**. I will not reopen a missed assignment unless there is a valid, verifiable excuse (see section below on missed class discussions and assignments). You are advised of this from the start, and you should recognize that it is your academic responsibility to be aware of all due dates for this course.

How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know**, which includes an introduction to your professor, details about the seminar, communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some very helpful guides on writing and leading seminar discussion. If you have not already done so, **please obtain the required textbooks as soon as possible.**

All UCF faculty are required to document students' academic activity at the beginning of each course. In order to meet this requirement, please submit your initial online forum contribution in **FORUM 1: Validating Science?** in MODULE 1 by **05:00pm** on **JAN 11, 2019**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding.**

How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

Article annotations (5 points each)	65 points	20% of final grade
Forum contributions (10 points each)	130 points	20% of final grade
Critical summary papers (10 points each)	100 points	20% of final grade
Participation:	70 points	20% of final grade
• Peer review process (5 points each)		
• Discussion expert presentation (20 points)		
Final paper and presentation:	80 points	20% of final grade
• Topic approval (10 points - pass/revise)		
• Research paper (50 points)		
• Final seminar presentation (20 points)		

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Article annotations:** You will need to submit one annotation of a peer-reviewed publication each week and contribute your work to the online course bibliography. On average, you should expect to spend approximately 30-45 minutes writing and editing your annotations prior to submission.
- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take about 30 minutes to complete.
- **Critical summary papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper addresses specific points in research design, methodological applications, or context and use of empirical evidence in a selected seminar reading. On average, you should expect to spend approximately 2 hours writing and editing your paper prior to submission.
- **Participation:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend approximately 30-45 minutes reading and writing review comments each week that a paper is submitted. The remaining portion of your participation grade is based on your performance as seminar leader for one class meeting. You are expected to prepare a presentation that delves into a discussion topic relevant to assigned readings. On average, you should expect to spend approximately 2-3 hours preparing your presentation prior to class.
- **Final paper and presentation:** You will need to demonstrate that you can critically evaluate methods, theoretical concepts and foundational literature in biological anthropology by writing and presenting a final research paper. You are expected to submit a topic proposal for approval, a research paper on the topic, and share your findings in a final seminar presentation. On average, you should expect to spend a minimum of 20-30 hours over the term on this final paper and presentation.

The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	77 - 79%
A-	90 - 94%	C	74 - 76%
B+	87 - 89%	C-	70 - 73%
B	84 - 86%	D	60 - 69%
B-	80 - 83%	F	59% or less

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

NB: As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does not count** toward completion of the degree program.

How do I view my grades?

You can access your grades for assignments hrough the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, annotation and forum discussion assignments grades will be available within five days after the final due date. For critical summary papers and presentations, grades will be available within ten days after the final due date.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks).

With this in mind, the following circumstances require academic responsibility on your part:

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact Student Care Services with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you are a **deployed active duty military** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are a **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- If you find yourself in a situation where you are **going to miss a seminar meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed seminar meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process and I have been properly notified. In these instances, the problem can be easily verified within the WebCourses system.

To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be peer reviewed and graded**. Once again, it is your academic responsibility to check the course schedule for assignment and peer review due dates.

How is respect for diversity maintained?

This seminar will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in seminar discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be referred to the Office of Student Conduct, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). Please see the UCF Golden Rule for clarity on what constitutes academic misconduct and the processes of action. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not share your work with anyone else, do not use the work of someone else as yours, and above all, **do not plagiarize any written work** from past UCF submissions, journals, academic texts, or Internet resources. Plagiarism evaluation systems **will detect it and provide a traceable report listing the sources** that you used.

I will also adhere to the highest standards of academic integrity, so please **do not ask me to change (or expect me to change) your grade illegitimately,** to bend rules that would benefit your grade, or ask for a grade-related opportunity (e.g., extra-credit assignments) that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses Inbox?

Our **official mode of communication is the secure WebCourses Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF Canvas Student Mobile application.

What are the technology and software requirements?

At a minimum, you will need the following for this course:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for lab hours and locations.
- Reliable broadband internet access
- A compatible web browser
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint Viewer, or the equivalent (through Office 365) on the computer commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please visit the following websites to access and install or upgrade to the most current versions of these products:

Get Adobe Reader

Get PowerPoint Viewer

Who do I contact if something online in the course isn't working?

If you are experiencing **problems accessing materials or submitting your work**, please contact me so I can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the upper, right-hand corner of the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

What should I know about copyright and third-party software?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact me for assistance.

What do I do if there is a campus emergency?

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of emergency, dial 911 for assistance.
- Access the **UCF Emergency Guide** for specific information and actions.

To learn more about UCF campus safety and emergency preparedness, please review the information and video located in **THE BASICS: What Do I Need to Know . . .?** section of the COURSE INTRO module.

What is the seminar discussion and assignment schedule?

Changes to the course discussion and assignment schedules are not expected but may occur. As your professor, I reserve the right to make reasonable adjustments to the discussion and assignment schedule. **You will be notified of any changes through Announcements** in WebCourses.

Your seminar discussion schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each course module.
- **Assigned readings** are listed in the INTRODUCTION page of each course module.

Course Summary:

Date	Details	
Fri Jan 11, 2019	FORUM 1: Validating 'science'?	due by 5pm
Mon Jan 14, 2019	ANNOTATION 1: Science of Biological Anthropology	due by 5pm
Fri Jan 18, 2019	FORUM 2: Darwin and Culture?	due by 5pm
Sun Jan 20, 2019	PAPER 1: Value of 'Biocultural'	due by 11:59pm
Mon Jan 21, 2019	ANNOTATION 2: Darwin's Theory	due by 5pm
Fri Jan 25, 2019	FORUM 3: Ethical Codes?	due by 5pm
Sun Jan 27, 2019	PAPER 2: Meaning of the Gene	due by 11:59pm
Mon Jan 28, 2019	ANNOTATION 3: Molecular Genomics and Us	due by 5pm
Fri Feb 1, 2019	FORUM 4: Genetic Diversity?	due by 5pm
Sun Feb 3, 2019	PAPER 3: Changing the Pool	due by 11:59pm

Mon Feb 4, 2019	ANNOTATION 4: Microevolution in the Gene Pool	due by 5pm
Fri Feb 8, 2019	FORUM 5: Got a preference?	due by 5pm
Sun Feb 10, 2019	PAPER 4: Sex and Selection	due by 11:59pm
Mon Feb 11, 2019	ANNOTATION 5: Let's Talk About Sex (and Reproduction)	due by 5pm
Fri Feb 15, 2019	FORUM 6: Species or Not?	due by 5pm
Sun Feb 17, 2019	PAPER 5: Taxonomy vs. Diversity	due by 11:59pm
Mon Feb 18, 2019	ANNOTATION 6: Natural Order of Things Primates	due by 5pm
Tue Feb 19, 2019	FINAL PAPER: Topic Approval	due by 11:59pm
Fri Feb 22, 2019	FORUM 7: Primate Culture?	due by 5pm
Sun Feb 24, 2019	PAPER 6: Explaining Uniqueness	due by 11:59pm
Mon Feb 25, 2019	ANNOTATION 7: Fundamentally Human (Or Not)	due by 5pm
Fri Mar 1, 2019	FORUM 8: Tree, Bush or Network?	due by 5pm
Mon Mar 4, 2019	ANNOTATION 8: From Hominoid to Hominin	due by 5pm
Fri Mar 8, 2019	FORUM 9: Accepting Biological Race?	due by 5pm
Sun Mar 10, 2019	PAPER 7: Rejecting Biological Race	due by 11:59pm
Mon Mar 18, 2019	ANNOTATION 9: Different Is Different (Or Not)	due by 5pm
Fri Mar 22, 2019	FORUM 10: Your Extreme?	due by 5pm
Mon Mar 25, 2019	ANNOTATION 10: Adapting to Extremes and Niches	due by 5pm
Fri Mar 29, 2019	FORUM 11: An Evolved Adolescence?	due by 5pm
Sun Mar 31, 2019	PAPER 8: Living a Long Life History	due by 11:59pm
Mon Apr 1, 2019	ANNOTATION 11: In Between Birth and Death	due by 5pm
Fri Apr 5, 2019	FORUM 12: Taste Yuccky?	due by 5pm
Sun Apr 7, 2019	PAPER 9: Cornivores or Wheatarians?	due by 11:59pm
Mon Apr 8, 2019	ANNOTATION 12: Our Evolutionary Banquet	due by 5pm
Fri Apr 12, 2019	FORUM 13: Current Petri Dish?	due by 5pm
Sun Apr 14, 2019	PAPER 10: Past and Future Disease-scapes	due by 11:59pm
Mon Apr 15, 2019	ANNOTATION 13: The Evolutionary Petri Dish	due by 5pm
Mon Apr 22, 2019	FINAL PAPER: Research Paper	due by 11:59pm
Mon Apr 29, 2019	FINAL PAPER: Seminar Presentation	due by 11:59pm
Tue Apr 30, 2019	PARTICIPATION: Peer Review Process	due by 6pm
	PARTICIPATION: Seminar Discussion Leader	due by 6pm