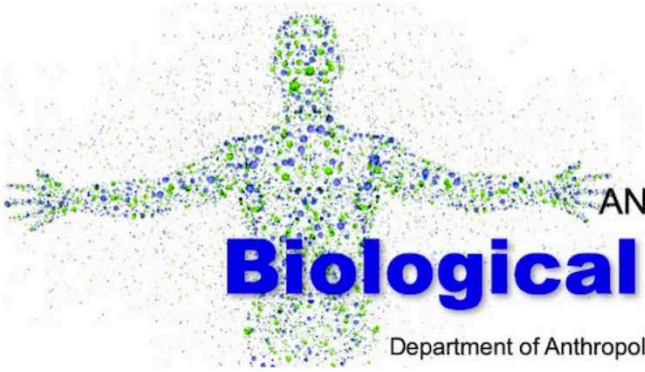


ANG 6587 (0001) Spring Seminar 2020

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 2020
Location & time:	Tuesday 6:00-8:50pm in HPH 409M

Professor Contact

Instructor:	Dr. Lana Williams
Main office:	Phillips Hall 309F
Office hours:	Monday 9:30-11:30am (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?

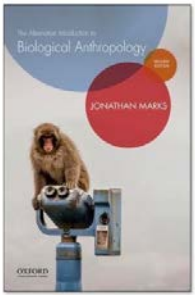
Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

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?

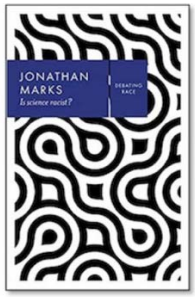
The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



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

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through **my.ucf.edu** and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your professor and peers in the course. **Knight's Online** has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course explores the many aspects of biological anthropology through evolution, human genomics, and human biological diversity–areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 14 weeks of the Spring 2020 term, you should expect to spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities.** You should also plan on setting aside a minimum of **three-to-five hours each week to complete your assigned reading and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level course. All due dates for assignments are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials, assignments or tips for writing papers, please visit my office in **Howard Philips Hall 309F on Mondays from 9:30-11:30am EST.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange a UCF Main Campus appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu**, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive a Course Accessibility Letter 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 testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

What are the course requirements?

The Spring 2020 semester begins on **January 06, 2020** and ends on **April 27, 2020**. 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;
- write a short critical assessment paper and present your findings in a final course seminar.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of the course. The modules contain your readings, assignments, and any links to information websites. Modules also contain tools on reading and writing effectively, critical analysis, and research topic suggestions to assist you in preparing for class discussions and completing your assignments. All written work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). You are notified of this policy from the start, and you should recognize that it is **your 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 course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all 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 EST** on **JAN 10, 2020**, 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 through 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 -to-seven 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 a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

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).

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved**. It is your responsibility to check the course schedule for assignment and exam 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 letter for online, mixed-mode and face-to-face courses.
- 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).

Are there accommodations for authorized absences?

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first responders** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes or professional meeting attendance and presentations) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the **UCF policy** .
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class . For more information, see the **UCF policy** .

What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several **Online Resources to Support Academic Success** available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the **University Writing Center** , such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the **Student Academic Resource Center** (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through **UCF apps** , for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the **Successful You Video Series** , so you can avoid undesirable academic outcomes.

How is respect for diversity and inclusion maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact Student Accessibility Services.

This course 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. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

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. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the **UCF Creed** and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, **Section 1 Academic Misconduct** , students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting** the student's own academic work.
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignmentin this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or **'Z' grade** for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not complete written assignments as a group.** If you do this, it is easily detectable through online links and WebCourses action logs including student submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). 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 Email Inbox?

Our **official mode of communication is the secure WebCourses Email 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 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 instructor 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?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- 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 for the Web/PowerPoint app, or the equivalent (through **Office 365**) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact **WebCourses@UCF Support** for technical support assistance with the most current versions of these products.

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

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 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 individual WebCourses action log. 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 websites?

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.

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as assignments and exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright** and **UCF Rules of Conduct** and **may face serious penalties** beyond participation in this course.

Materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will 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 assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname.If you have any concerns about this, please contact your professor 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.

- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the **online version** .
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to **locate** and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this **UCF video** .

What is my seminal discussion and assignment schedule?

Changes to the seminar discussion and assignment schedules are not expected but may occur. Your professor reserves 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 learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Date	Details	
Fri Jan 10, 2020	FORUM 1: Validating 'science'?	due by 5pm
Mon Jan 13, 2020	ANNOTATION 1: Science of Biological Anthropology	due by 11:59pm
Fri Jan 17, 2020	FORUM 2: Darwin and Culture?	due by 5pm
Sun Jan 19, 2020	PAPER 1: Value of 'Biocultural'	due by 11:59pm
Mon Jan 20, 2020	ANNOTATION 2: Darwin's Theory	due by 11:59pm
Fri Jan 24, 2020	FORUM 3: Ethical Codes?	due by 5pm
Sun Jan 26, 2020	PAPER 2: Meaning of the Gene	due by 11:59pm
Mon Jan 27, 2020	ANNOTATION 3: Molecular Genomics and Us	due by 11:59pm
Fri Jan 31, 2020	FORUM 4: Genetic Diversity?	due by 5pm
Sun Feb 2, 2020	PAPER 3: Changing the Pool	due by 11:59pm
Mon Feb 3, 2020	ANNOTATION 4: Microevolution in the Gene Pool	due by 11:59pm
Fri Feb 7, 2020	FORUM 5: Got a(n evolutionary) preference?	due by 5pm
Sun Feb 9, 2020	PAPER 4: Sex and Selection	due by 11:59pm
Mon Feb 10, 2020	ANNOTATION 5: Let's Talk About Sex (and Reproduction)	due by 11:59pm
Fri Feb 14, 2020	FORUM 6: Species or Not?	due by 5pm
Sun Feb 16, 2020	PAPER 5: Taxonomy vs. Diversity	due by 11:59pm

Mon Feb 17, 2020	ANNOTATION 6: Natural Order of Things Primates	due by 11:59pm
Tue Feb 18, 2020	FINAL PAPER: Topic Approval	due by 11:59pm
Fri Feb 21, 2020	FORUM 7: Primate Culture?	due by 5pm
Sun Feb 23, 2020	PAPER 6: Explaining Uniqueness	due by 11:59pm
Mon Feb 24, 2020	ANNOTATION 7: Fundamentally Human (Or Not)	due by 11:59pm
Fri Feb 28, 2020	FORUM 8: Roots of Plasticity in Our Tree?	due by 5pm
Mon Mar 2, 2020	ANNOTATION 8: From Hominoid to Hominin	due by 11:59pm
Fri Mar 6, 2020	FORUM 9: Accepting Biological Race?	due by 5pm
Sun Mar 15, 2020	PAPER 7: Rejecting Biological Race	due by 11:59pm
Mon Mar 16, 2020	ANNOTATION 9: Different Is Different (Or Not)	due by 11:59pm
Fri Mar 20, 2020	FORUM 10: Your Extreme?	due by 5pm
Mon Mar 23, 2020	ANNOTATION 10: Adapting to Extremes and Niches	due by 11:59pm
Fri Mar 27, 2020	FORUM 11: An Evolved Adolescence?	due by 5pm
Sun Mar 29, 2020	PAPER 8: Living a Long Life History	due by 11:59pm
Mon Mar 30, 2020	ANNOTATION 11: In Between Birth and Death	due by 11:59pm
Fri Apr 3, 2020	FORUM 12: Taste Yuccky?	due by 5pm
Sun Apr 5, 2020	PAPER 9: Cornivores or Wheatarians?	due by 11:59pm
Mon Apr 6, 2020	ANNOTATION 12: Our Evolutionary Banquet	due by 11:59pm
Fri Apr 10, 2020	FORUM 13: Current Petri Dish?	due by 5pm
Sun Apr 12, 2020	PAPER 10: Past and Future Disease-scapes	due by 11:59pm
Mon Apr 13, 2020	ANNOTATION 13: The Evolutionary Petri Dish	due by 11:59pm
	FINAL PAPER: Research Paper	due by 11:59pm
Tue Apr 14, 2020	PARTICIPATION: Peer Review Process	due by 11:59pm
	PARTICIPATION: Seminar Discussion Leader	due by 11:59pm
Sun Apr 19, 2020	FINAL PAPER: Seminar Presentation	due by 11:59pm