Syllabus Part 1: Course Objectives, Assessment, and Policies

ANT 2511 The Human Species

Section 0M04

Spring 2021 (3 credits)

1. Course Information

Modality: V1 Remote

Dates: January 11-May 4, 2021

Class Times: Tuesdays from 1:30-2:50 PM

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: Peter.sinelli@ucf.edu

2a. Contacting the professor:

In person Office Hours held in HPH 309C:

- Tuesdays 8:30-10:15 AM and 12:00-1:15 PM (3 hours)

Virtual office hours will also be held at the times below. During these hours I will be online at my computer. This ensures a faster response (within 15 minutes) than I might be able to provide outside of office hours (within 1 business day).

- Thursdays 9:00 AM - 12:00 PM (3 Hours)

In office hours you can ask questions about the material or anthropology in general. You can also contact me during office hours to set up a time for a personal phone or zoom call if you want to discuss grades or other privacy-protected matters.

Methods for contacting me during office hours:

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    - Send me an email at peter.sinelli@ucf.edu or message me through Webcourses (during office hours, I will respond quickly!)
    - Based on your needs, we can schedule a zoom or phone call (if you're sick of looking at me).

Outside of office hours students may contact me through these additional means, and any messages will be returned within 1 business day.

- Via Webcourses message or the UCF email above.
- During **office hours** via the office phone or cell phone numbers above.
- During **non-business hours** via text to the cell phone number above.

2b. GTAs:

Emily Barron and George Micheletti

Virtual Office Hours where you may contact the TAs via Webcourses message and receive a response within 15 minutes:

Emily: Mondays 10:00 AM -12:00 PM

George: Wednesdays 1:00-3:00 PM

3. Course Description:

The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes:

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies part of the General Education Program (GEP) requirement for the Sciences. The primary GEP foundation for ANT 2511 is Knowledge Application, and course content and assessment is designed to satisfy the following Learning Outcomes:

Learning Outcome 1: Characterize a scientific theory as a product of objective evidence and scientific methods.

- *Related Assessments:* The Nature of Science pre/posttests, Quizzes 2-4, Exams 1, 3 and 4

Learning Outcome 2: Interpret, develop, and use visual representations of data to make and support inferences from scientific observations.

- *Related Assessments*: Quiz 5

Learning Outcome 3: Identify observational data as the foundation of a scientific argument.

- *Related Assessments*: Quizzes 2-4, Exams 1, 3, and 4

Learning Outcome 4: Employ scientific principles, techniques, or concepts to identify, explain, or address challenges facing society.

- *Related Assessments*: Quiz 3, Exams 2 and 4

5. Course Schedule:

The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:

Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Assessments and Point Values:

- *Three Midterm Exams—195 points (65 points each)*

There will be 3 exams during the semester. Each exam will consist of Fill in the Blank, True/False and Multiple Choice questions and all will be administered online according to the course schedule. I will not reopen closed exams after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Final Exam—75 points*

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of Fill in the Blank, True/False and Multiple Choice

questions and will be held during the finals week scheduled by the university. I will not reopen the final exam after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Six Announced In Class Quizzes—60 points (10 points each)*

There will be 6 quizzes worth 10 points each for a total of 60 points. These will be administered via webcourses at the end of the remote lecture on the days they are scheduled. See the course schedule for details. I will not reopen missed quizzes after the quiz date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Module Assignments—120 points*

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.Modules and the associated quizzes will go live at 7am every Monday per the course schedule. You must complete the related Quiz by 11:59 am on the following Friday (i.e. you have the entire work week to complete them. I will not reopen closed module quizzes after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Inquizitive Homework Assignments—50 points*

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

Because they are designed to be used as a study too, Inquizitives are due in groups at the same time as exams. See the "How Inquizitive Works" in this module for details on which chapters are due when. I will not reopen closed inquizitives after the due date unless you have a documented excuse as defined by the syllabus (see "6c. Make-up Policy" below).

- *Extra credit Pop Quizzes (20 points total)*

Pop quizzes are my way of encouraging attendance and participation. They are always for extra credit. These will be administered at random times throughout the term via webcourses at the end of the remote lecture. There are no makeups for pop quizzes. If you miss one because you were absent it does not lower your grade.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

A 470 or more
A- 450-469
B+ 435-449
B 420-434
B- 400-419
C+ 385-399
C 370-384
C- 350-369
D+ 335-349
D 320-334
D- 300-319
F 299 or fewer

Individual exams and quizzes will not be curved. Neither will the final course distribution.

6c. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable

form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Work conflicts are not an excusable absence. You signed up for a class that meets on Tuesdays from 1:30-2:50 PM, so adjust your work schedule just as you would for any class on campus.

Computer problems are NOT a legitimate excuse, including "my internet went down" or "I couldn't open the file". We are all working remotely and it is your responsibility to ensure that you have to tools you need.

7. Course Materials:

Essentials of Biol

Available at vari
$50 VIA

You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. Using the "Free Trial" WILL NOT WORK and you will not receive credit for if you complete the inquizitives that way. There are three ways to buy an access code:

1. BUY A NEW BOOK: If you buy a new hardcopy of the book, the access code is included.
2. BUY THE EBOOK: If you buy the Ebook, the access code is included.
3. BUY THE ACCESS CODE BY ITSELF FOR $20: If you buy a USED book, or don't buy a book at all, you will need to buy the access code separately through the Ebook link posted on the course modules page in Webcourses.

Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

I will also prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class. These will be posted in the "Study Guides" section linked to the main course homepage.

Syllabus Part 2: University Policies and Protocols

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8. University Core Policies

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf (Links to an external site.). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule (Links to an external site.) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

8a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1,

"Academic Misconduct," students are prohibited from engaging in:
1. 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.
2. 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.
3. 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.
4. Falsifying or misrepresenting the student's own academic work.
5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. 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. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation"

on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

8b. Course Accessibility Statement: The University of Central Florida 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 (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). 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.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

8c. Campus Safety Statement: 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 an 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 at http://emergency.ucf.edu/emergency_guide.html.
• 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 access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF.

• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
• 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 video https://youtu.be/NIKYajEx4pk.

8d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

8e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) 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 at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

8g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health

concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

8h. FERPA and Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://registrar.ucf.edu/ferpa.

9. Protocols

9a. Webcourses Announcements and Messages. Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).

7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

9b. Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the discussion.
6. Everyone should feel free to participate in class and online discussions.
7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.

10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

9c. Viruses. A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn't work" are today's equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

9d. Technical Resources. For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home PageLinks to an external site. will help find UCF resources
- UCF Computer Service DeskLinks to an external site. – You can also call the Service Desk at 407-823-5117.
- Learning OnlineLinks to an external site. This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/ Links to an external site.

- Hardware/Software RequirementsLinks to an external site.
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Spring 2021 Human Species Tuesday 1:30-2:50 PM COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly Modules and their associated quizzes will go live on **Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them)**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	**Topic**	**Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm**
Week 1 Jan 12	Course Introduction *Class Lecture: Intro to Biological Anthropology* Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5	Module 0 Course Activity Quiz **Due FRIDAY January 15 at 11:59pm for Course Activity.**
Week 2 Jan 19	Quiz 1 (Nature of Science Pretest) at the start of the class period. *Class Lecture: The Nature of Science* *Posted Lecture: Before Darwin, the Rise of Science.*	Module 1 (Chapter 2) Due Jan 22 at 11:59 pm
Week 3 Jan 26	*Class Lecture: Natural Selection*	Module 2 (Chapters 3 and 4) Due Jan 29 at 11:59 pm
Week 4 Feb 2	*Class Lecture: Population Genetics* Quiz 2 (Nature of Science Posttest) at the end of class. Inquizitives due Tuesday Feb 9 at 1:30 PM: "How to do Use Inquizitive" and Chapters 1-5 Exam 1 opens on Tuesday Feb 2 at 3 PM and is due Tuesday Feb 9 at 1:30 PM.	Module 3 (Chapter 5) Due Feb 5 at 11:59 pm
Week 5 Feb 9	*Class Lecture: Primate Anatomy* Exam 2 Inquizitives open: Chapters 6, 7, and 9	Module 4 (Chapter 9) Due Feb 12 at 11:59 pm
Week 6 Feb 16	*Class Lecture: Primate Evolution*	Module 5 (Chapter 6) Due Feb 19 at 11:59 pm
Week 7 Feb 23	Movie Day! "The Living Primates" Quiz 3 at the end of class. Inquizitives due Tuesday Mar 2 at 1:30PM: Chapters 6, 7, and 9 Exam 2 opens on Tuesday Feb 23 at 3:00 PM and is due Tuesday Mar 2 at 1:30 PM.	Module 6 (Chapter 7) Due Feb 26 at 11:59 pm

Week 8 Mar 2	*Class Lecture: Hominid Adaptations* Watch the movie "The Dawn of Humanity" that will be posted to Webcourses. Exam 3 Inquizitives open: Chapters 8 and 10.	Module 7 (Chapter 8) Due Mar 5 at 11:59 pm
Week 9 Mar 9	*Class Lecture: Early Hominins and Australopithecus* Quiz 4 at the end of class.	Module 8 (Chapter 10) Due Mar 12 at 11:59 pm
Week 10 Mar 16	*Class Lecture: Early Hominins and Australopithecus, cont.* *Class Lecture: South African hominins*	No Module This Week!!
Week 11 Mar 23	*Class Lecture: Early Homo.* Quiz 5 at the end of class. Inquizitives due Tuesday Mar 30 at 1:30 PM: Chapters 8 and 10. Exam 3 opens on Tuesday Mar 23 at 3:00 PM and is due Tuesday Mar 30 at 1:30 PM	No Module This Week!
Week 12 Mar 30	*Class Lecture: Homo erectus* Final Exam Inquizitives open: Chapters 11, 12 and 13.	Module 9 (Chapter 11) Due Apr 2 at 11:59 pm
Week 13 Apr 6	*Class Lecture: Homo heidelbergensis* *Class Lecture: Neanderthals* Watch the movie "Neanderthals parts 1 and 2" that will be posted to Webcourses.	Module 10 (Chapter 12) Due Apr 9 at 11:59 pm
Week 14 Apr 13	Spring Break	
Week 15 Apr 20	*Class Lecture: Neanderthals, cont.* *Class Lecture: Neanderthals, Denisovans, and You* Quiz 6 at the end of class	Module 11 (Chapter 13) Due Apr 23 at 11:59 pm
Week 16 Finals week	Inquizitives due TUESDAY 5/4 at 11:59 pm: Chapters 11, 12 and 13 Final Exam opens on WEDNESDAY 4/28 at 7 am and is due TUESDAY 5/4 at 11:59 pm.	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 11-15
- Withdrawal deadline for this course: March 26