Anthropology  
*Introduction to Biological Anthropology*  
ANTH101 Online  
Spring 2016

**Course Description**

Humans and chimpanzees share about 99% of their DNA. Yet when we observe a chimpanzee, we note actions and appearances have as many differences as similarities. What does 99% of the same DNA really mean? How did we become builders of buildings while chimpanzees remain in the rainforest? What makes us human?

"What makes us human?" is the basis for anthropology and its four fields cultural, physical, archaeology and linguistics. Physical or biological anthropology emphasizes biology. Therefore, we will evaluate chimpanzees and humans in terms of looks, actions, growth, DNA and heredity. We will learn that looks, actions, etc. implicate environmental adaptation as a critical force in the differences between modern humans and modern chimpanzees.

Physical anthropologists analyze differences and adaptation through a multidisciplinary approach. Therefore, you can expect to use principles established in biology, chemistry, physics, math, computer modeling, and statistics. The multidisciplinary approach will help us understand adaptation, DNA, heredity, living primates, primate evolution, hominid origins, and modern humans.

In the end, we should have a new answer to "What makes us human?"
Course Schedule
- This course is conducted fully online
- This is a 16 week course
- This course begins on 12 January and ends on 5 May
- This course requires frequent participation; sometimes 4 of 7 days; 9 to 12 hours per week
- **There are deadlines on Thursday, Saturday and Monday**
- Weekly content will be available on Saturday but the official week will begin on Tuesday and close on Monday

Course Outcomes

Upon completion of this course, the student should be able to

- Summarize and give examples of the four fields of anthropology and its subdisciplines.
- Compare great ape and modern human appearance, actions and culture as a means to recognize humans are primates and subject to natural laws.
- Summarize and provide examples of human variation and causes.
- Summarize the development, genetic basis and forces of evolution.
- Analyze hominid fossils to evaluate feature differences and hypothesize ancestry.
- Apply the scientific method to solve a problem.

This class satisfies 3 credits of the Foundational Program’s Disciplinary Lens-Natural, Physical and Applied Sciences (DLN) requirement. It supports the following University Learning Outcomes:

ULO #8: Natural, Physical, and Applied Sciences. Apply knowledge and the methods characteristics of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.

Outcomes Assessment

Acquired knowledge in this class will be assessed through blogs, essays, individual assignments, and weekly quizzes.

- Due dates are not negotiable.
- **Only one late assessment will be graded.** Once you have used the exception no other late work will be accepted for a grade.
Textbooks and Additional Materials

Clark Spencer Larsen, Our Origins, WW Norton & Company 3rd Edition

Supplemental Readings, web sites, and videos are available on the Blackboard site under the Resources tab.

You will need a metric ruler for one assignment.

Assignments should be submitted as Microsoft Office or PDF files. You can obtain Microsoft Office for free as a student for either PC or Mac. Check with Helpdesk (426-Help) or stop by The Zone for info.

Methods of Delivery

Blogs will be our main means of official interaction between students.

- You will be assigned to a group beginning with the first class.
- Blogs will enable us to explore and question the concepts important to biological anthropology.
- The Blog is our classroom; therefore, you are expected to participate when this interaction is assigned.

Lectures (video and powerpoint) and lecture outlines (optional) are provided for preparation for discussion boards and quizzes.

There will often be additional preparation assignments that include videos, web pages, and readings.
Communication

Discussion is an important part of science. Part of that discussion is to ask questions about the data and conclusions made by each scientist. This questioning is what makes our understanding of natural phenomena stronger. All of our discussions no matter the format (face-to-face, Blackboard, email or Facebook) will remain courteous. Courteous communication includes questioning the data and conclusions a person makes but it does not include any personal criticism.

Email

You can always reach my by email, cynthiabradbury@boisestate.edu.
- Email is the communication of choice if you need to discuss personal information.
- I check email regularly and will get back to you ASAP, usually within a few hours. If you do not receive a response within 24 hours, resend your request.

Office Hours

**Wednesday 3 to 4 Hemingway (HEMG 54).**

If this time doesn’t work for you, please email me and we will set up a time and place that is convenient.

We can also meet virtually through Skype or Hangout. Once again, email me to set up a day and time.

Discussion Boards:

**General Questions and Discussion**

Ask questions to clarify assignments, activities, lecture points, etc.

You can receive notifications of new posts by subscribing to General Questions and Discussion. The subscription email will be from Blackboard Administrator.
Help me fix it
This discussion board is a way to provide feedback if you find errors in spelling, etc. on the class Blackboard site. I appreciate your letting me know if there are places that require editing or other improvement.

Blogs
- Blogs are located under Group/Discussion Board and are only accessible to members of your group. There are forums set up as assignments in some weeks, blogs should be posted in these weekly forums.
- A forum labeled with your group name is available for you to communicate with each other.
- We are using the Discussion Board format but your initial posts should be written in the manner of a blog with citations and references.
- Blog examples written by anthropologists are available in the Resource tab. You will also be expected to comment on the blog entries of two group members.

Facebook
Boise Physical Anthropology Community has recent news about the topics we are covering in this class. Check it out.

It is not my intent that we become facebook friends. It is my policy not to add students to my social networking sites. So please do not take my denial of friend requests personally.

Blackboard
This course works in conjunction with the Blackboard program. All individual & group assignments, and quizzes will be on Blackboard.

- Announcements
  - Updates to class information.
  - I will use Blackboard announcements with a follow-up email to alert you to changes in due dates, etc. It is critical you check
announcements and your BSU email at regularly (at least every other day).

- **Course Content**
  - All required work for this course is listed in this section including group and individual assignments, and quizzes.
  - Chapter objectives, lecture outlines and lectures are available to help you prepare and review material out of class. The outlines duplicate the powerpoint once you fill in the blanks. The filled in outlines may be useful to complete discussion boards and other assignments. The outlines are not mandatory.
  - Deadlines will be clearly stated in Blackboard Course Content/Week and Useful Information/How and when to do.

- **Videos**
  - All videos will be linked or embedded in Blackboard. Questions from these videos will be included on quizzes so you can review content as needed.

**Netiquette Expectations**

Text-based communication is especially prone to misinterpretation. It is important that you consider this in course communication. Use academic language: please use complete sentences, appropriate punctuation, standard spelling, and capitalization. Communication should conform to academic standards of courtesy. For example, flaming, profanity, and ad hominem (personal) attacks are unacceptable. Failure to adhere to these standards will result in a zero for the assignment and may result in an immediate **failure** in the course. Students should be aware that the use of sarcasm is particularly prone to misinterpretation. With that in mind, do not use sarcasm. The use of emotion icons (emoticons - 😊 😞 etc.) may help convey some of the important nonverbal elements of communication.

**My Role in Interactive Assignments**

My participation in interactions will vary depending on the assignment. However, you can expect that all your work will be evaluated by me.

My blog responses will be in the context of pointing your thinking toward a specific concept. My participation will be to insure that key information or correction of misinformation is included in your discussion.
Assessment Method and Turnaround Time
Feedback for assessments will normally be given within a week after the assessment due date.

- Should more time be required to give feedback, an email and/or announcement will be sent.
- The large majority of your feedback will be input into your My Grades center either in an attached document, directly on your submission or in the comment box.
- Be sure to click on underlined grades for comments.

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 TO 100</td>
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<td>B</td>
<td>83 TO 86.9</td>
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<td>B-</td>
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<td>C+</td>
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<td>60 TO 66.9</td>
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<td>0 TO 59.9</td>
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There will not be extra credit. Grades will not be “rounded” up or down. Focus on the scheduled work and you will do fine.

Grades will be determined from

- Weekly quizzes up to 10 pts each
- Blogs initial posts + responses up to 24 pts each
- 15 minutes essays up to 20 points each
- Reflection essay last week up to 40 points
- Individual assignments up to 20 pts each
Expectations

This class is not a self-study or online correspondence course.

Though you may access Blackboard anytime and complete most of the work at hours convenient to you, this course has **weekly deadlines** (Thursdays, Saturdays & Mondays), and regular participation is mandatory. Each student must complete blogs plus responses, assignments, quizzes, and all other course requirements by posted deadlines.

If you encounter an unexpected problem not related to coursework, please contact me immediately. Late and/or incomplete assignments will not be graded. You will have one exception. **One late assignment or quiz will be accepted and graded.** Note that this exception must be completed within two weeks of the due date.

This course is neither easier nor less time-consuming than its on-campus equivalent. In fact, you are reading, watching lectures and other videos that would be part of the face-to-face class plus doing assignments. Each week you should plan on 4 hours of preparation plus 8 to 12 hours for reading, assignments and study. This means, you should set aside 3-4 hours per week per credit hour or **12-16 hours** per week for class time and homework.

Course Work

We will be covering about **one topic per week**. See tentative calendar (in this document and on the Blackboard site under the Syllabus/Schedule tab).

Check the weekly due date schedule in Blackboard regularly for any changes. Changes to the schedule or weekly due dates will be in Blackboard announcements and an email will be sent.

Individual Preparation and Assignments

This class is composed of readings, lectures, blogs, videos, individual assignments, and quizzes.

- **Readings/online tutorial and lecture materials** including a powerpoint along with an outline are provided for each topic (Course Content/Specific Week/Assignment: Prepare). The outline provides a tool to follow along with the lecture but will also provide information you can use for other assignments. For some topics, you will be directed to review online materials from various sites.
• **Study guides**, the objectives for each chapter are available on blackboard. They are available on the top page of each week just below the Weekly Chart. In addition, the lecture outlines and quizzes will provide guidance on the items I emphasize for each chapter.

• **Individual assignments** include weekly quizzes (Specific Week/Assignment: Quiz). Quizzes are based on reading, lecture, videos and other materials in Prepare packets. Each quiz may be attempted up to three times. The highest grade on the quiz will be recorded.

• **Blogs** (Group/Discussion Board), and **15 minute essays** are a critical part of this class. Each week you will have one of these writing assignments. They are designed to give you a chance to demonstrate your understanding of the material. **Citations and references are expected.**

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| o You are not expected to do web or library searches in this class. There are a number of resources provided that give you information in a variety of formats (blogs, web sites, text, online tutorial, lectures/powerpoints) to perform all of the assignments required. However, if you need additional information, you should use library resources only. |

| o Assignments turned in after deadline will not be graded. Remember only one assessment can be turned in late for credit. The one late assignment must be submitted within two weeks of the due date. Use the exception wisely. |
**Course Schedule**

*It is your responsibility to keep up with all deadlines and any changes that may occur.*

This schedule provides you with an overview of the class topics and the week each topic will be covered. Please check with Blackboard for updates to this calendar. You can find this schedule in the Schedule/Syllabus tab in Blackboard. Print it out if you want a checklist for each week.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Quiz</th>
<th>Individual Assignment</th>
<th>Blog or 15 minute essay</th>
<th>Responses to Blog</th>
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<tbody>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td>12 1</td>
<td>General Course Structure, Getting Acquainted, What is Anthropology?</td>
<td>1 2 3 Monday</td>
<td>Syllabus Scramble</td>
<td>1. Thursday 2. Monday</td>
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<tr>
<td>19 2</td>
<td>Development of Evolutionary Theory</td>
<td>1 2 3 Monday</td>
<td>Dog Domestication</td>
<td>Thursday Saturday Monday</td>
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<td>26 3</td>
<td>The Biological Basis of Life: DNA Structure and Function</td>
<td>1 2 3 Monday</td>
<td>Alien DNA</td>
<td>Thursday Saturday</td>
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<td><strong>February</strong></td>
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<td>2 4</td>
<td>Heredity</td>
<td>1 2 3 Monday</td>
<td>Foxes</td>
<td>Thursday Saturday</td>
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<td>9 5</td>
<td>Forces of Evolution, Speciation, Taxonomy</td>
<td>1 2 3 Monday</td>
<td>Homology</td>
<td>Thursday Saturday Monday</td>
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<tr>
<td>23 7</td>
<td>Growth &amp; Development, Foraging &amp; Agriculture</td>
<td>1 2 3 Monday</td>
<td>Modern Skulls</td>
<td>Thursday Saturday</td>
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<td><strong>March</strong></td>
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<td>1 8</td>
<td>Primate Traits Prosimians &amp; Monkeys</td>
<td>1 2 3 Monday</td>
<td>Locomotion Primate characteristic start</td>
<td>1. Thursday 2. Monday</td>
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<tr>
<td>8 9</td>
<td>Primate Traits &amp; Behaviors Focus Orangutans, Gorillas &amp; Chimpanzees</td>
<td>1 2 3 Monday</td>
<td>Primate characteristic finish Taxonomy traits derived primitive</td>
<td>1. Thursday 2. Monday</td>
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<tr>
<td>15 10</td>
<td>Primate Traits &amp; Behaviors Focus Intelligence &amp; Social Organization</td>
<td>1 2 3 Monday</td>
<td>Ape Genius</td>
<td>Thursday Saturday</td>
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<td><strong>April</strong></td>
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<td>22</td>
<td>Spring Break</td>
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<td>29 11</td>
<td>Fossilization, Dating &amp; Early Primate Evolution</td>
<td>1 2 3 Monday</td>
<td>Data cases Early Primate Timeline</td>
<td>1. Thursday 2. Monday</td>
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<tr>
<td>5 12</td>
<td>Early Biped through Australopithecines</td>
<td>1 2 3 Monday</td>
<td>Early Biped Skulls</td>
<td>Thursday Saturday Monday</td>
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<tr>
<td>12 13</td>
<td>Early Genus Homo</td>
<td>1 2 3 Monday</td>
<td>Early Homo Skulls</td>
<td>Thursday Saturday Monday</td>
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<tr>
<td>19 14</td>
<td>Archaics &amp; Modern Homo sapiens</td>
<td>1 2 3 Monday</td>
<td>Archaic Modern Skulls</td>
<td>Thursday Saturday Monday</td>
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<td>26 15</td>
<td>Anthropocene, survey, and Reflection</td>
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<td>Saturday</td>
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<td><strong>May</strong></td>
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<tr>
<td>3 16</td>
<td>Exam week</td>
<td>We do not have a final :)</td>
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From eCampus: Technical Things You Should Know

BSU E-mail and Blackboard Accounts

All registered BSU students receive a college email and Bb account. It is your responsibility to access both accounts regularly to avoid missing important messages and deadlines. Check the Announcement and Course Content tabs regularly.

Blackboard is a great communication tool, if you have any questions about using Blackboard; let us work together as soon as possible in the class schedule to eliminate Blackboard as a source of confusion.

Blackboard login instructions
This course is being conducted with Boise State's Web-based course management system, Blackboard. The login page is located at http://blackboard.boisestate.edu.

If this is your first time signing into Blackboard, please follow this process:
1. Use your BroncoWeb login and password to sign into Blackboard.
2. If you wish to change your password, go to Tools/Personal Information.
3. Consider creating a Home page to introduce yourself to others in the class.

Personal Technical Skills Required To Take the Course

This online class will not teach you how to use the computer, use Blackboard, navigate the web, or manage your electronic files. You will need to possess the ability (or be able to quickly acquire) the following minimum technology skills:

- Navigate, browse, and use the Internet and Blackboard.
- Download/upload/create/save/edit/open Word or PDF documents, video, and audio
- Download/upload and listen to or view audio and video files

Hardware and Software Requirements
You may not be able to view all course content through mobile devices and therefore may miss important information. Therefore, you must have daily access to a computer that has:
- Mac OS X, Microsoft Windows XP, or equivalent
- Internet browser equivalent to Explorer 7.0 or higher (for example, Firefox, Opera, Chrome, or Safari).
• Dependable High-Speed Internet access with at least 1.5 Mbps download and .5 Mbps upload. You can use speedtest.net to check your speed.
• Microsoft Word or equivalent Word Processing Software (e.g., Open Office suite).
• Adobe Reader, Adobe Flash Player, iTunes, QuickTime Player or equivalent software.
• A backup option must be available for all of the above items, should your primary access fail for any reason.
• Access to hardwired internet access (as opposed to wifi or cell phones) to submit documents, and quizzes.

General Policy

Academic Dishonesty
All work submitted by a student must represent his/her own ideas, concepts, and current understanding. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action.

Cheating or plagiarism on a single assignment or quiz will result in a failure on that assignment.

Failure in the class will result if cheating or plagiarism is found in more than one assignment or quiz.

Working together on an individual assignment is encouraged. Work submitted as an individual assignment should however be in your own words.

Refer to the BSU Code of Conduct (Student Handbook) for more information.

Attendance
Weekly attendance consists of participating in blogs, completing weekly quizzes and individual assignments. Also, you should respond to questions I pose in either emails or assignment feedback.

Record Keeping
You have a responsibility to check your grades.

Please maintain copies of submitted work for future reference. If there is a discrepancy between a grade on an assignment and a grade you expected, original copies must be available to amend the error. Your grades will be posted to Blackboard. These grades should be checked regularly to ensure accuracy. Once a grade has been uncontested for a period of two weeks, it will be considered correct and permanent.
**Drop Policy**
It is your responsibility to drop the course. You are responsible for adding and dropping courses. It is your responsibility to drop any course you do not intend to finish. If you stop attending a course without filing a drop request will receive a grade of F.

**First Week**

Faculty-initiated student withdrawal information

**IMPORTANT-DROP POLICY:** To avoid being dropped for non-attendance in the first week of the term you must do ....

ALL of the following:
1. Login to the SP16 – ANTH101 - Online Biological Anthropology course site in Blackboard.
2. Submit Syllabus Scramble.

**These tasks must be completed no later than Thursday by midnight.**

**Special Accommodations**
Students with disabilities needing accommodations to fully participate in this course should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. Please stop by Administration 114, call 208-426-1583, or email DRCinfo@boisestate.edu to make an appointment with a disability specialist. To learn more about the accommodation process, visit the DRC website: http://drc.boisestate.edu.

**Library and Information Resources**
See Blackboard Other Resources/Library Resources (Button on left just above My Grades).

**Image credits (in order of appearance)**
Extant Primates http://www.eskeletons.org/
Chimpanzee with baby http://www.fanpop.com/spots/animals/images/13168110/title/chimpanzee-photo
Human with baby http://motherandchildcare.org/page7.php
Dancing skeleton http://nicecliparts.com/images-Skeleton.php
Gorilla babies play in tree http://www.milenysafaris.com/uganda-20gorilla-20tracking.html
Orangutan upright http://en.wikipedia.org/wiki/Sepilok_Orang_Utan_Sanctuary
Chimpanzee head on knees http://wildlifeanimalz.blogspot.com/2012/02/chimpanzee-wildlife-info-and-photos.html
Western Lowland gorilla hugging mom http://www.time.com/time/specials/packages/article/0,28804,1855948_1863947_1863929,00.html
Baby orangutan http://www.sciencephoto.com/media/385155/view