Welcome to the new semester! Please treat this syllabus as your first reading assignment. Your first quiz will cover this syllabus (you will find your first quiz in Module 0.0 on our Blackboard course site; you will be introduced to Module 0.0 as part of your first assignments). If you have any questions regarding anything discussed here please contact me for clarification.

Instructor Contact Information

e-Mail: khouse@boisestate.edu
Office: HWSC Rm 116
Office Hours: 11 am - noon Tues-Thurs & by appointment
Office Phone: (208) 426-3896

Email communication policy

This course is fully online. Thus our primary communication will be via email. It is very important to frequently check your email. Because email is so critical, I have developed three basic policies that we will adhere to together:

1. **Please use only your u.boisestate.edu email.** This way I know I am communicating with you. This helps me fulfill my obligation to protect your privacy. Boise State encourages you to use only your campus account for all university related communications.

2. **I try to answer every email within a few hours during the regular hours of the work week.** If it is after 6 pm, or if it is a weekend or a holiday, my response may be delayed until the next working day. If I do not respond within 24 hours, you are welcome to email me again.

3. **I will answer every email that is signed and courteous.** Please take the time to compose a professional communication. Here is an example: *Dear Professor House, can you confirm the due date of our paper? Thank you, Isaiah Berlin, ANTH105 section 4000. Please avoid hasty texts (e.g., When is the paper due?) Signing your name and identifying your class and section is essential because I teach multiple sections of multiple courses. I will normally delete anonymous emails without responding.*
QUICK LINKS TO THE SYLLABUS

Go directly to key parts of the syllabus by clicking on the links below.

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Course Description

ANTH 105: Evolution and Human Behavior introduces the goals, methods, and discoveries of the scientific study of human behavior from an evolutionary perspective. Topics may include the evolution of reproductive behavior, subsistence activities, social life and cooperation, exchange, religious behavior, and coalitional aggression. You will explore scientific methods applied in field studies of contemporary human behavior, and review both classic and current discoveries those studies have produced. You will learn how scientific data are obtained and how hypotheses about the evolutionary foundations of human behavior are tested. The course provides ample opportunities to communicate and interact with other students as you develop your knowledge.

Prerequisites
This course has no prerequisites, other than a passion to learn. Welcome aboard!

Course Learning Objectives (CLO’s)

http://anthropology.boisestate.edu/
The anthropology department at Boise State University is a growing, research-oriented faculty with a thematic focus on human evolution and ecology. The department is committed to applying the scientific method to understanding the behavior, ecology, social relations, and sustained resource use of our species.

The anthropology department has defined thirteen Course Learning Objectives for ANTH105. On successful completion of this course, you should be able to explain most of the following:
CLO 1 Identify and explain major scientific advances in the study of human behavior from an evolutionary perspective.

CLO 2 Differentiate between key theoretical assumptions, and methods for gathering and analyzing evidence: distinguish the data from the concepts.

CLO 3 Discuss how testing evolutionary-minded hypotheses can help to explain both behavioral universals and behavioral variation.

CLO 4 Examine and apply alternative hypotheses to questions about human behavior.

CLO 5 Analyze current debates in the study of human behavior, and assess the evidence supporting and challenging opposing arguments.

CLO 6 Differentiate within-group and between-group variation, and relate it to debates over group selection.

CLO 7 Distinguish proximate from ultimate levels of causal explanation, and relate this distinction to evolutionary explanations of behavior.

CLO 8 Differentiate between the intended and unintended consequences of human action, and discuss why evolutionary change is unplanned and unintended.

CLO 9 Explain current anthropological and evolutionary understandings of major contemporary problems (such as ethnic conflict, ecological degradation, population growth, or inequality).

CLO 10 Discuss how adaptive constraints might limit solutions to present and future problems, as well as key misapplications of evolutionary thinking (such as racism).

CLO 11 Explain simple mathematical models of human behavior, and interpret simple descriptive graphical representations of quantitative evidence.

CLO 12 Write clear, concise, accurate, well-organized statements summarizing research questions and evidence from recent publications.

CLO 13 Share and compare your writing, and increase your comprehension through group discussions.

Boise State University Learning Outcomes (ULOs)

http://academics.boisestate.edu/fsp/university-learning-outcomes/
This course participates in the Foundational Studies Program. The program is organized around eleven University Learning Outcomes (ULOs), which every Boise State University graduate is expected to meet, regardless of major or baccalaureate degree. These outcomes guide the development of the courses that students take throughout the undergraduate degree. The University Learning Outcome developed in this course is:

ULO 8 Disciplinary Lens. Natural, Physical, and Applied Sciences. Apply knowledge and the methods characteristic of scientific inquiry to think critically about and solve theoretical and practical problems about physical structures and processes.
**Required Course Texts**

http://www.boisestatebooks.com/

There are two required books. They can be purchased at our campus bookstore, or at the TextBook Exchange, and major online booksellers. **It is your responsibility to have your books on hand the first week of class.** Not having the books will not excuse late work.

**1st required book:** Marlowe, Frank 2010 *The Hadza: Hunter-Gatherers of Tanzania* ISBN 978-0520253421 This case study of a living human community is framed by contemporary evolutionary theory. The author applies core course concepts to empirical evidence, and exemplifies field research methods.


Additional online readings (as well as films or presentations) may be assigned, including an optional eTextbook supporting your understanding of the key concepts. Access instructions will be provided, and all such materials are free of charge to enrolled students. Return to the menu

**Method of Course Delivery**

This course is delivered *entirely* online. You can complete the entire course and never set foot on the Boise State campus. You are expected to adhere fully to the Boise State Student Code of Conduct and maintain the highest level of academic integrity ([click here to learn more](#)).

http://ecampus.boisestate.edu/students/is-ecampus-right-for-me/

Online study makes special demands on students. Please review the link above. Make sure online study is the right choice for you, at this specific juncture in your life.

**Technology and Skill Requirements**

http://ecampus.boisestate.edu/students/what-is-ecampus/internet-online/

You need basic computer skills to successfully complete this class. This class does not teach these skills. Please click on the link above to review the minimal technical and skill requirements needed. Your computer and Internet connection are your transportation to class. They need to be reliable, and compatible with the Blackboard Learning Management System (LMS).

**Required use of campus email**

http://policy.boisestate.edu/student-affairs/policy-title-student-e-mail-communications/

University policy 2280 (linked above) defines email as an official mode for communicating with students. The University officially discourages students from forwarding u.boisestate.edu email to another account. When communicating about your grades or performance in the course, please use only your u.boisestate.edu account.

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Required use of Blackboard LMS
http://oit.boisestate.edu/learning/blackboard-learn/system-requirements/
This course is delivered using the Blackboard Learning Management System (LMS). If you have not used Blackboard before, please review the link above to equipment requirements for interfacing with the system. You will automatically be added to the Blackboard course site upon enrolling.

Technical Support Resources
The Blackboard LMS is highly reliable, and Boise State provides excellent online technical support. Neither computer nor Internet problems will normally excuse late work. To avoid problems try to complete your work before the deadline, and submit your assignments during hours when the Boise State Helpdesk is open.

Boise State Helpdesk hours: Mon - Th 7 am – 10 pm; Fri 7 am – 6 pm; Sat/Sun 10 am – 6 pm

If you encounter technical problems, please notify me, and contact The Help Desk @ the Zone
Phone: 208-426-4357 (HELP)
Web: http://oit.boisestate.edu/
Self Service: http://support.boisestate.edu/
Blog: http://broncobites.boisestate.edu/
Email: helpdesk@boisestate.edu
Facebook: http://www.facebook.com/BoiseStateHelpDesk
Twitter: @BoiseStateHelp, @BoiseStOutages

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Course Learning Activities and Assessments

This section briefly explains what you will actually do in this course. As with any three credit course at Boise State, you should expect to invest a minimum of 9 hours per week to successfully complete your work.

A. Preparatory activities: expect to read! An important preparatory activity involves old-fashioned reading from required books (or assigned online sources). To help you focus I provide detailed reading guides with questions to answer for the first eleven weeks (beginning with week twelve you are on your own).

You will also view presentations. Expect them to be more condensed than classroom lectures. You may need to pause, and review them several times. I provide detailed presentation guides with questions to answer for the first eleven weeks.

B. Assessments: expect to write and interact! Your learning will be assessed via four varied assignments. Each module includes quizzes, as well as writing or discussion. Much written work will be shared with your small group. Below I briefly sketch the assessments. You can find more details in the Improve My Grades folder on the main Blackboard menu.

1. Low-stakes, weekly online quizzes. There are no major exams in this class. Instead, during each module your initial comprehension of the readings and presentations is assessed by online objective quizzes. Quizzes allow double-time
relative to the average pace of students taking exams, but you will not have time to look up answers. Quizzes have high technical reliability, but you will be expected to notify me if technical problems occur, and actively seek solutions using available support resources (click here to learn how). To accommodate rare technical lapses, you are allowed two attempts on each quiz.

In addition to the quizzes, there are assignments requiring writing or discussion due each week.

2. Mini-exam written responses. In contrast to the online quizzes, the written mini-exams require you to develop synthetic, critical analyses in response to more complex, challenging questions. All writing is expected to be your original work, and only exams uploaded using the provided SafeAssign plagiarism scanning software will be scored.

3. Initial introductory posts to small group discussions. Discussions allow you to compare your understanding with other students and benefit from their knowledge. Your first step will be to compose and share an introductory “initial” post. I will provide detailed instructions for each post. Posts are expected to be your original work, and only posts uploaded using SafeAssign plagiarism scanning software will be scored.

4. Discussion interaction in small groups. After sharing your initial posts, you will participate in interactive discussions. Effective participation will require intensive interaction, and visits on multiple days. Details are given in each assignments.

C. Feedback! Review the feedback on your assignments! The objective quizzes provide immediate feedback. Review the feedback on your first attempt before using your second. Feedback on written and discussion work is normally provided within 2-4 days. All written and discussion work is associated with a scoring rubric that you can review both before you submit your work, and after it is scored.

Five keys to this class

1st key: This is not an individualized self-study course. This course is the online equivalent of attending a class on campus several days each week. Because it is online, it offers flexibility in terms of your location and the specific times you work. However, there are internal deadlines within each of the fifteen weekly modules, and you must
complete the assignments by their due dates. You will not be able to work in advance of the current module, nor to make up missed weeks if you fall behind. Developing a schedule that works for you will be fundamental to your success.

2nd key: This course is based on a student-centered pedagogy, and small groups form the heart of the class. In contrast to traditional lectures, I will not be performing center stage with you as the audience. You will be center stage in your small group, and the other students in your group will share the stage with you. How you approach your work will impact the other students in your group. For others to succeed, you must participate.

3rd key: The basic unit is the seven day learning module, with Wednesday providing the pivot. Beginning the second week of the semester, each module opens and closes on Wednesday. Expect three internal deadlines within each module (discussion weeks will depart slightly from this pattern).

Each assessment has a “target” due date, and a “hard deadline”. For example, the “target” for completing your first quiz will usually be 5 pm Friday, but the first quiz will not close permanently until 5 pm Sunday. Similarly, the “target” for completing your second quiz will usually be 9 pm Monday, but the “hard deadline” will be 11:55 pm that night. The “target” times are geared to the availability of technical support via the Boise State Helpdesk. Assessments completed when the Helpdesk is not open are undertaken at your own risk. Please note that Bb back-ups can create hiccups after 10 pm nightly!

Discussion interaction modules require visits on several days spread across the module. During other modules, you can complete your work as early as you wish.

4th key: The final twelve weeks of the semester is organized into three segments, each focused on a core theme that we will explore for four weeks. The culminating assignments follow this pattern: opening week, formative mini-exam; second week, initial discussion post; third week, discussion interaction; fourth week, summative mini-exam. This allows you to explore new concepts, apply them to your real world behavior, compare your results and your understanding with other students.

5th key: The most important tab on the Blackboard menu is My Assignments. After reading any new announcements, you will begin work by clicking on My Assignments on the main menu. My Assignments is the central pivot of this class, where all of your work always begins.

How do you get started? During the first week of the course, you will see the menu item labeled 1st Week! Start Here! near the top of the Blackboard menu. Follow that link to locate and complete the work in Module 0.0 and Module 1.0, by the deadlines given in those assignments. I have created brief tutorial videos explaining how to find your group, how to take a quiz, how to share a discussion post, and how to upload your assignments. If you ever have unanswered questions, please contact me (click here for my contact info).

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Civility Online: Netiquette

The following guidelines are adapted from Boise State’s eCampus. The purpose of Netiquette guidelines is to promote appropriate online communication. This applies to all types of electronic communication, including email and online discussions.

Rule one: Be professional.

- Polish your work. Submit strong academic writing that reflects university level study. Online postings should be thoughtful. Edit carefully for correct grammar and spelling. Your discussion work should not resemble text messaging!
- When posting to a discussion, include your name and a short descriptive title in the subject line (for example, “Food sharing and kinship, by Kendall House”).
- Cite all sources as directed (see the overviews provided with each discussion assignment). Maintain academic integrity.
- If you encounter formatting issues, it may help to write messages in a plain text word processing program, and then copy and paste the text into the message box.
- Break up chunks of text into distinct paragraphs, and carefully organize your key points.

Rule two: Be polite.

- Interact courteously in a manner concordant with the shared values of Boise State.
- Avoid capitalizing all words (this is an online version of SHOUTING).
- Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted. Note that emoticons such as :) for a smile, will not be understood by everyone. When in doubt, leave them out.
- Try not to become upset or angry with something someone has posted. Often, it was not the author’s intent to upset others, or to communicate an unkind tone. If a posting invokes these kinds of feelings, take a break before responding. The posting may look very different the next day. Contact your instructor if you have concerns.

Rule three: Invest yourself.

- In an online discussion, it is very discouraging to work hard to produce a thoughtful post, and then encounter responses that suggest other students did not bother to read it carefully. It is very important to respond to other student’s posts thoughtfully. Here are several qualities to strive for:
  - Avoid "Me-Too" -ing, or simply stating agreement. This adds nothing. If you agree, state detailed reasons why you agree, in a manner demonstrating careful thought.
  - Avoid confrontational language. Your goal is not to provoke arguments, but rather to elicit interaction.
  - Try to ask questions that can develop an opening for on-going discussion.

For Anthropology 105, additional guidelines for participating in the online discussions are given in the overviews of the Initial Post and Discussion Interaction assignments, located in the Improve My Grades folder on the main Blackboard menu. Contact your instructor if you have unanswered questions.
How points are distributed and grades determined

The course learning activities contribute to your course grade as follows:

- First week assignments, 60 points (Module 0.0 and Module 1.0).
- Module 2.0 assignments, 70 points.
- Module 3.0 assignments, 70 points.

The twelve remaining modules are worth 80 points each. Each of the twelve modules includes two low stakes quizzes (worth 20 points each) and either an exam or discussion assignment (worth 40 points). Click here for more details on the exam and discussion assignments. Here is the point total for these concluding twelve weeks.

- 480 points on 24 low stakes objective quizzes, Module 4.0 to Module 15.0.
- 480 points on 12 exam / discussion assignments, Module 4.0 to Module 15.0:
  - six written mini-exams, 40 points each.
  - three initial posts to discussion groups, 40 points each.
  - three interactions in discussion groups, 40 points each.

If you add the 200 points from the first three weeks (Modules 0.0, 1.0, 2.0, and 3.0) to the 960 points attached to the twelve 80 point modules, the raw point total is 1,160 points.

However, your actual course grade will be based on an adjusted total of 1,000 points. Here is how the reduction from 1,160 to 1,000 points is made:

- Beginning with Module 4.0, each weekly module is worth 80 points. At the conclusion of the course, I drop your two lowest module scores between Module 4.0 and Module 15.0. This reduces your point total to 1,000 (minus 80 points x 2 = minus 160 points).

- The reason I drop two module scores is to provide a safety net allowing you to deal with significant but short-term crises (such as illnesses, work issues, or family issues) that may temporarily impede your work. Making up work in an interactive online class can be very difficult. You should assume you will be unable to make-up missed assignments.

- This adjustment does not apply to the first three weeks of the semester. It is very important to participate fully during the first three weeks.

Individualized extra credit is not available. Do not expect extra credit as a remedy for missed work or lower than desired scores. However, I do add extra points to reward truly exemplary work, and on rare occasions I offer extra credit that is open to the entire class.

The key to improving your grade will always center on improving the quality of your work on the required assignments. Put any extra time and energy you believe you have available to do extra credit into improving your work on the required assignments.
The Grading Scale

Your course grade will be based on the distribution of points displayed below.

+1,000 = A+ (you can exceed 1,000 points through exemplary work)
999-930 = A
929-895 = A-

894-875 = B+
874-825 = B
824-790 = B-

789-765 = C+
764-700 = C
699-660 = C-

659-625 = D+
624-575 = D
574-540 = D-

539 and below = F

Three policies apply to determining final course grades!

(1) To avoid subjective judgments, I define the distribution of points precisely. Because one percent spans ten points on a 1,000 point scale, course grades are not defined by percentages.

(2) In the interest of fairness, I do not negotiate individual grades. You will never negotiate a grade higher than another student who has earned the same points. By the same principle, you will never receive a lower grade than another student who has earned the same points.

(3) I do make adjustments based on looking objectively at the entire point distribution of the entire class. By doing this I can examine whether the breaks defined by the point scale above make sense.

Here is an example. Suppose that across the A- to B+ transition, students earn the following scores: 899, 897, 896, and 895. Your score is 892 points, technically a B+. However, the next three scores below your score are 880, 879, and 877. In this context, it obviously makes more sense to group your score of 892 with the A- scores rather than the B+ scores.

Here is a contrary example. Assume the A- distribution looks like this: 918, 917, 915, and 911. Your score is again 892. The next three adjacent B+ scores are 891, 889, and 885. Now it obviously makes sense to group your score with the other B+ scores. In this case, your B+ will remain a B+, even though it is so very close to the A- threshold.

Course Participation and Policies on Missed Assignments

Regular, punctual participation for the entire semester is essential and expected! To do well, log in to Blackboard at the start of each module. Review the deadlines and details in the My Assignments folder, note the due dates, and plan your schedule. There are internal deadlines within each module. I provide both “target” deadlines and “hard” deadlines. Aim for the target deadlines, fall back to the hard deadlines only when necessary.
What will happen if you miss a hard deadline? You should expect zero points. If you miss hard deadlines repeatedly, you may fail the course. Blaming technical issues works only if they are systemic. This means they must affect ALL students using Blackboard simultaneously, not just you. The best way to avoid technical mishaps is to do your work before the last minute. This way, technical problems can be solved (click here) without missing assignments. I do recognize that truly unusual circumstances occasionally arise. But being truly unusual they are also very rare!

Dealing with unusual life circumstances

What should you when you cannot participate due to illness, family crisis, work problems, or other life crises? Contact me immediately.

I understand that sudden, unexpected events can derail your work. Life happens. I have built flexibility and a safety net into the structure of the course to accommodate interruptions of up to two weeks. I do this by dropping your two lowest module scores between Module 4.0 and Module 15.0 (click here to learn more). If you get derailed, contact me immediately, and let me know why you may be missing some of your work. Stay in touch!

If you are unable to complete your work for more than two weeks, your grades will decline. As in a face to face class, prolonged absence, for whatever reason, may make it advisable to withdraw and return to the university when life returns to normal. Be aware that Boise State offers students a wide array of support, including both personal and academic counseling. See the links that follow for more information: http://deanofstudents.boisestate.edu/. http://ecampus.boisestate.edu/students/support/boise-state-resources/

Faculty Initiated Withdrawal (FIW) for Nonattendance (first week only)
http://ecampus.boisestate.edu/faculty/guidelines/faculty-initiated-withdrawals/

Nonattendance during the first week of any class can lead to your removal from the roll. In an online course, attendance is verified by your completing specific assignments. In compliance with eCampus policies, to retain your seat in this class you must log-in to the Blackboard course site and complete the assignments in Module 0.0 no later than noon on the first Friday of the semester. FIW forms will be faxed to the registrar’s office Friday afternoon!

Focus on Scheduling Your Weekly Activities

I have placed a detailed schedule for the entire semester in a folder titled My Schedule on the main Blackboard menu, conveniently located adjacent to the My Assignments folder that contains your weekly work. You will review that schedule as part of your Module 0.0 activities. In addition, each module begins with an overview of the assignments, including a printable checklist. USE THAT CHECKLIST! To get planning, note these three key points:

1. Modules open and close on Wednesday. Each new module opens for review no later than noon each Wednesday, and closes at 11:55 pm on the following Wednesday.

2. There are deadlines within each module. Each week, your first due date is Friday; your second due date is Monday; and your final due date is on the Wednesday the module closes (discussion weeks can deviate slightly from this pattern).
3. During discussion interaction weeks, you may need to visit the course on more days than are usually required. Modules 3.0, 6.0, 10.0, and 14.0 require discussion interaction.

Institutional Academic Policies

Academic Integrity

http://deanofstudents.boisestate.edu/student-code-of-conduct/
http://deanofstudents.boisestate.edu/scp-codeofconduct-section7/
The Boise State University Student Code of Conduct and policies on academic misconduct are located at the websites linked above. We encourage you to read these carefully. Students are expected to perform according to the standards of academic honesty and integrity as outlined in Boise State University policies. As stated in the Student Handbook, 'Plagiarism in written works whether in hard copy, print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. Academic dishonesty in any form may result in failure in the course or dismissal from the Program and/or the University.' I have provided detailed guidelines defining academic integrity in relation to each assignment. See the assignment overviews provided with each assignment (and stored in the Improve My Grades folder on the main Blackboard menu) for details.

Statement of Shared Values

http://deanofstudents.boisestate.edu/statement-of-shared-values/

In addition to policies governing academic integrity, Boise State University has adopted a Statement of Shared Values You will be expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. We encourage you to read the Statement of Shared Values carefully, and consider those values whenever you are interacting with faculty, fellow students, and members of the campus community.

Disabilities Accommodations and ADA Compliance

http://drc.boisestate.edu

As your instructor I am committed to creating effective accommodations required for you to successfully participate in this class. However, students requiring accommodations to fully participate in this class should contact the Disability Resource Center (DRC) as soon as possible. All accommodations must be designated and approved through the DRC. Please call 208-426-1583 or email drcinfo@boisestate.edu. Make an appointment with a disability specialist as soon as possible, and contact your instructor right away to discuss how DRC approved accommodations will be implemented.

This course utilizes Blackboard as a Learning Management System (LMS). Blackboard is committed to accessibility. Please review the following webpage and contact your instructor if you have concerns: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

Boise State CARE Alert Program

http://care.boisestate.edu/
The CARE Team provides assistance to the university community to help assess and find solutions for managing distressing, disturbing, disruptive, and dangerous behaviors. Report your concerns to the CARE Team, your instructor, and /or the campus police as appropriate.
Student Privacy
http://go.boisestate.edu/privacy/
Information in electronic form is easily reproduced and easily redistributed. For this reason, it is important that you review the guidelines and limitations regarding the use of email and other technologies for this course in Boise State’s Student Online Privacy Notice.

FERPA Act Compliance
http://registrar.boisestate.edu/general-information-and-policies/student-records/ferpa/
Faculty are required to comply with the FERPA Act. This means, most directly, that we cannot release information regarding your enrollment or performance to anyone outside the university without your permission. To help me protect your privacy please utilize only your assigned BSU email address, and please do not share access to your account with parents, friends, spouses, or others. It is your responsibility to keep your campus account passwords secure.

Copyright Compliance
http://ecampus.boisestate.edu/faculty/guidelines/copyright/
Most materials assigned in this course will be copyrighted. They may be intended for use only by students enrolled in this course, for instructional purposes, during the current semester. This means that not all course materials may be downloaded for permanent use or sharing. For example, the online presentations may not be retained in another medium or disseminated further without the permission of your instructor. Other materials, provided in compliance with the provisions of the Teach Act, may be restricted from further sharing or future use by the copyright provisions of the publisher.

This syllabus is an exception. Please download and retain a copy of this syllabus. You may need this syllabus in the future when you are trying to transfer credit earned to another university.

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