

Syllabus: Introduction to Biological Anthropology

Anthropology 005

An Area-C General Education Course

Summer Session B, 2022

Course Personnel:

Instructor: Elizabeth Agey (eagey@ucsb.edu)

Teaching Assistant: Spencer Mitchell (spencermitchell@ucsb.edu)

Course Goals:

Anthropology 005, Introduction to Biological Anthropology, is a **natural science** (Gen. Ed Area C) course designed to expose students to scientific ways of answering questions about human origins, human biology, and human nature. It is explicitly **evolutionary** in its approach because evolution provides the central organizing principle of all the life sciences. Our goal is to demystify ourselves by viewing humans in a broad biological framework.

There is a very explicit list of **learning objectives** on the website. It details the set of understandings that we expect all graduates of Anth 5 to have. You should use it to orient your reading and thinking.

The lectures and problem sets in this course address the following questions: What processes shape humans (and other creatures) over evolutionary time? What are genes; why do we have the ones we do; and how do they interact with our experiences in shaping us? What can we learn about ourselves and our evolution from studies of the fossil record, and from studies of contemporary human variation? How much is known about our ancestry and what does that tell us about human nature? In what ways are humans similar to and different from other mammals, and why? To what extent has evolution built different traits in males and females? What are the implications of an evolutionary perspective for understanding contemporary human behavior?

“Lectures”:

All lectures will be posted as video files, with embedded PowerPoint slides, on the course web site. You are expected to view the assigned lecture(s) before coming to class.

Important: Every video lecture has an associated **on-line quiz** (see below), and collectively those quizzes add up to 33% of your course grade.

You’re in charge:

This course is open to all undergraduate students and has no prerequisites since we will build our evolutionary understanding from basic scientific principles and observations. As we proceed, we build new knowledge on top of material we have already learned in this class. **Thus it is imperative that you do not let yourself get behind**, especially on the fast-paced summer-session schedule!

Your classmates will be diverse in their educational backgrounds. Take advantage of their experience by getting to know them and discussing the material with them. Introduce yourself to

your neighbors in class and exchange information. If you must miss class, you can ask one of these people about what you missed and perhaps you can borrow their notes. Form study and discussion groups. In section you will be expected to spend some effort correcting each other's work.

The instructor and the TA will have scheduled office hours every week of the session. Come to office hours; we know that it can greatly enhance your educational experience. To encourage this we allow you earn up to five extra-credit points by coming to office hours and asking questions (see Grading, below). In class you may raise your hand and ask a question anytime you want. I like to run an interactive classroom.

Reading:

There is no required textbook for this course. If you feel you need more interaction with the material, you may purchase *Human Evolution: Processes and Adaptations* (**Fourth Edition**). It is available online at: <https://students.universityreaders.com/store/> . There are also several copies of this book on reserve at the library. The chapters that correspond to the lectures are listed in the “Reading (optional)” column in the course schedule on Gauchospace.

Class web site:

We will use Gauchospace to post course-related materials, including PowerPoint files from each of our classroom sessions, announcements, problem sets (see below) and other course-related materials and links. If you are properly enrolled, Anth 5 will show on your course roster when you log on to GauchoSpace.

Grading:

There are six required grade components (totaling to 200 points) and five points of extra credit (for attending office hours and asking or answering a question). The points are distributed as follows. (Note how important the quizzes are.)

Activity	Number	Points per each	Total points	Percent of Grade
Plagiarism Quiz	1	5	5	2.5%
Lecture Quizzes	22	3	66	33%
Problem Sets	5	5	25	12.5%
In-Class Questions	15	1	15	7.5%
Final Project Topic Submission	1	5	5	2.5%
Final Project Mid-quarter submission	1	34	34	17%
Final Project Presentation	1	50	50	25%
Total			200	
Extra Credit	5	1	5	
Total Possible Pts			205	

We add up all of your regular and extra-credit points (see below), and then we assign letter grades according to the following scheme.

180.0 and above	A
160.0 – 179.99	B
140.0 – 159.99	C
120.0 – 139.99	D
119.99 and below	F

The top 5.0 in each range receive “plus” grades and the bottom 5.0 receive “minus” grades (e.g., 155.0 – 159.99 is a C+). We do not round, even if you are oh-so-close to the next grade (e.g., 179.99 is a B+). “Why not round?” you might ask. The answer is simple: If we bump you up, we have to bump up all similarly placed students. That would effectively change the grade boundaries, putting a whole new group of people just as close to the new boundary as you were to the old one. Get it? It’s an infinite regress; that way lies madness, and we want to remain sane.

Plagiarism Quiz. There is a 5-point plagiarism quiz that should be done before the first problem set is due. You will not be able to access or turn in any problem sets until you finish this quiz with a score of 100%. To ensure you achieve this score, you have multiple attempts to answer each question (with no penalty). You also get two attempts to take the quiz. This quiz was designed to address common issues of academic integrity that we see on problem sets.

Lecture Quizzes. There is a 3-point quiz linked to each of the 22 lectures (a total of 66 points). The questions are multiple-choice and the answers are based on the attached lecture. For each question, you earn 1 point if your first selection is correct, 2/3 of a point if you get the right answer on your second try, and 1/3 of a point if you are correct on your third try. If you answer any question incorrectly, review the relevant part of the lecture and try to refine your understanding. If you are making a lot of errors on your quizzes, we suggest giving fuller attention to the lectures, and coming to office hours to discuss the questions you missed.

Problem Sets. Sections meet each week on Fridays (see GOLD for your section time). Problem sets are the focus of section meetings and must be submitted online by 9:30 AM on Fridays. Problem Sets are worth five points total. Four of the points will be based on your online submission, and one point will be earned by attending section. Thoughtful, complete answers that demonstrate you have prepared (done the reading, viewed the lectures) will be given full credit, even if they are not 100% correct. Students have repeatedly told me the problem sets and sections are some of the best tools for learning the material in this course, so be sure to devote your time and energy to these.

In-class Questions:

You are expected to engage the material by forming questions about it and submitting those questions in written form at the beginning of class. (This will comprise about 7.5% of your final grade; see above.) We will provide index cards: Please write your name (as it appears on the

roster) on the top line, followed by your question. You receive 1 point per question (2 if it's especially insightful) up to a total of 15 points. You can keep asking questions after you have 15 points; you will keep getting smarter but you won't get any more points.

Final Project. The final project is intended for you to demonstrate your understanding of the concepts from the course. You each will choose a human trait or feature that has not been discussed in class to research. More details are listed in the Final Project Guidelines and Rubric on Gauchospace. You will complete the project in three stages. First, you'll submit your topic to me at the end of the second week of class (worth 5 points). Second, you'll submit a short write-up of your preliminary findings in the middle of the quarter (worth 34 points). Third, you'll present your findings to your classmates at the end of the quarter (worth 50 points).

Extra Credit. We want to reward coming to office hours because we know it helps with mastering the material. Thus, each time you come to office hours and ask at least one question, we will assign you one point of extra credit up to a total of 5 points. It is especially recommended you accumulate these points if you need to miss section.

Late Work, Make-Ups, and Other Policies:

Problem Sets:

If you turn in your problem set within one week of the due date/time, you can receive up to 2 points for the submission. You may still earn the full point for section attendance even if you did not turn in your problem set. Problem sets submitted more than a week late are ineligible for credit.

Final projects:

Late submissions for the presentation topics will lose 1 point per day late, up to 4 points deducted. Late submissions for the mid-quarter write-ups will lose 3 points per day late (about 9% per day late), up to 18 points deducted. You may turn in these two assignments late up until the date of the first presentations, September 7.

Final presentations are required. If you have an excused absence (e.g. you are required to quarantine for Covid), you can submit a recorded version of the presentation or you can present on Zoom. Please get in touch with me ASAP if you have to miss your presentation, so we can discuss the logistics.

Academic Integrity:

You are strictly prohibited from using answers that you might find online (e.g. on Chegg, Course Hero, Quizlet, etc.) on the problem sets or any other written submissions in this class. You do not need to use outside sources (sources other than the lectures) to complete your problem sets, but if you do quote outside sources (e.g. Wikipedia), please note the source on your problem set. The plagiarism quiz walks through several examples of what is and what is not plagiarism in this course; refer to it for further clarification. If you are caught plagiarizing on your problem set, you will be given a score of 0 on that problem set and a report will be filed with the Office of Student Conduct. **You are also prohibited from uploading assignments or quiz questions to any website.** We frequently monitor "homework help" websites to see if any

questions have been submitted, and these websites release information about the uploaders at the university's request. Anyone found uploading quiz questions or other assignments will be reported to the Office of Student Conduct.

More information about academic integrity can be found here:

<https://studentconduct.sa.ucsb.edu/academic-integrity>

Other Grading Issues:

First year students are often surprised by the different (and more formal) grading rules in the University as compared to high school. UC (not just UCSB, but UC) policy is clear. In determining grades, instructional faculty (including TAs) are expressly **prohibited** from considering anything but performances where the entire class was evaluated by identical criteria.

Deans (who are administrators, not faculty) may take personal issues into account in deciding whether to permit late or retroactive withdrawals, and change of grading **options**. These are different matters from grade assignment, and a different jurisdiction. The bottom line: Instructors are required to grade on points earned; no more and no less.

If you require accommodations to grading criteria or scheduling, you need to go through the proper university requests. The Disabled Students Program (DSP) office processes and schedules accommodations based on documented student needs. CAPS and CARE can contact instructors on your behalf if you need accommodations due to personal or mental health circumstances.

UC's Official Grade-Change Policy:

“All grades except I and IP are final when submitted to the registrar by the instructor, subject to the provisions noted in “Contested Grades” (below). Thereafter, an instructor may report a grade correction only in the case of clerical or procedural error. An instructor also may change a grade in the quarter following that in which the original grade was received *if the basis for the change is found in work previously accomplished in the course as a part of the student's regular participation in class activity*. However, such changes must not create inequities to others whose grades remain unaltered. No final grade (except I) may be revised by reexamination or additional coursework. Further, no letter grade may be changed to P/NP, and no P or NP may be changed to a letter grade unless the change is approved by the dean of the student's college. All grades changed to Incomplete must be accompanied by the necessary Incomplete Grade Petition endorsed by the dean of the student's college.”

This is a direct quote (with underlining added for emphasis) from:

<http://my.sa.ucsb.edu/catalog/Current/AcademicPoliciesProcedures/GradeChanges.aspx>