

Anthropology 402: Dynamics of Biocultural Diversity

Fall 2019 (#33029) / Taught Online, via Blackboard, by **Dr. EJ Sobo** (esobo@sdsu.edu)

Voice mail (for use only when your email is not working): 619.594.6591

Open Office Hours: Tuesdays 10-11 (but check Blackboard!), and by appointment, in AL-448A.

This syllabus works like a contract and guide. If circumstances change the syllabus will be changed also, to ensure that we fulfill all course objectives. You will receive full and fair notification should changes be necessary.

As per SDSU policy, students with disabilities or religious needs requiring special accommodation (e.g., tests) must provide at least 2 weeks' notice. Disability accommodation requires documentation from SASC.¹ Athletes also must provide at least 2 weeks' notice and appropriate documentation if accommodation is sought.

Course Scope and Purpose

The focus of this course is the synergistic interaction of biology and culture in human populations over time. The course is directly relevant to our quest to understand the historical and contemporary basis for the biocultural diversity of humanity, and to ensure a healthful and sustainable future for people in all parts of the world and in all walks of life.

Course teachings have immediate relevance to our day-to-day lives, too, as we struggle to decide (for example) whether to walk or drive somewhere, what to eat, or whether to get immunized or take antibiotics. They illuminate how even the most seemingly 'universal' and 'biological' human experiences (e.g., sleeping, procreating) are surprisingly cultural and, as such, can vary quite drastically from group to group.

The principles we will study have relevance not only for how we think about biocultural differences and similarities, but also for views on local, state, national, and even global policies related to these, such as those related to emerging epidemics or epigenetic engineering. They will enable us to view ourselves in relation not just to other people but to all other species and resources as well. Through this course, you will come to see that even small changes in the biocultural status quo can have—and have had—extraordinary effects on the trajectory of humankind and on the various systems humans are part of.

Course Prerequisites

Online Learning Prerequisite: Enrollment in this course requires total computer-based online or distance learning preparedness; computer problems on your end are not an acceptable excuse for non-completion of

¹ *If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Ability Success Center (SASC; see Disability Services) at [\(619\) 594-6473](tel:6195946473). To avoid any delay in the receipt of your accommodations, you should contact SASC as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from the SASC.*

course work. Take SDSU's 'readiness survey' (https://sunspot.sdsu.edu/pls/webapp/survey.hybrid_learning.main) to see if online learning is right for you. If yes, then please prepare your computer for the course as follows:

- Go to 'tech support' in our Blackboard course and:
 - Download Mozilla's **Firefox** (Blackboard is optimized for/through the Firefox browser).
 - Download (for free) all necessary software, *including the latest versions of*:
Adobe's Acrobat Reader, Flash Player, and Java.
 - Download **Respondus Lockdown**, for test taking
 - Note: Tests and quizzes *do not work* on mobile devices (phones, iPads, etc.)
- Turn off any 'auto-updates' your computer may be running (to avoid a test being disrupted and lost).
- Formulate a technology backup plan for when/if your computer malfunctions. To find out about computers at the library; go to <http://scc.sdsu.edu/home.php>.
- Get speakers or a headset
- If you need to learn how to use Blackboard, go to: <http://its.sdsu.edu/blackboard/student/>
- Make sure that the e-mail address Blackboard has for you is one that you check daily.
- Make sure you know how to make a 'screen shot' on your computer (e.g., by pressing 'Ctrl + PrntScr') so that if you need to show me what you are seeing you can do so properly; phone photos work poorly.

Prepare yourself, too:

- Make sure you have the **time** this course requires: Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
- Make sure you have **self-motivation**. Online students must have the ability to work with a minimum of supervision. Students who procrastinate are rarely successful in online courses.

Biology Prerequisite: The prerequisite for enrolling in ANTH 402 is completion of the General Education requirement in Foundations of Learning II.A.2. Life Sciences. If a biological sciences course is not taken to satisfy Foundations of Learning II.A.2. Life Sciences, a college course in biological sciences is required. Because everything is online, you can check the materials yourself (particularly those presented in tandem with Chapters 2 and 3 in our textbook) to determine whether you are prepared.

How does this course 'work'?

Organization and Pacing

- The course is organized into **three Sections** or parts, each covering four to five of our textbook chapters and complementary material using what we term 'Lesson Modules.'
- In one typical Fall or Spring semester week, we generally cover one chapter using two **lesson modules** (holidays may cause exceptions; as well, at the end of a Section, the last chapter covered is generally given one module only). In summertime, of course, the schedule is nearly three times as fast.

- Each module serves as a stand-alone lesson unit for specific portions of the relevant chapter, and may contain short videos, readings, and so on to support your learning.
 - The module introducing a chapter also will contain some warmup questions as part of an ungraded (but credited) ‘**activity**’ meant to help orient you to the work.
 - You also may be asked to undertake another ‘**activity**,’ such as to make a discussion board post or play an online game. Often this occurs in the second module in a set.
- At the end of each module set (chapter), you will take a brief **Chapter Quiz** to self-check your learning.
- At the end of each Section—i.e., about every five weeks in a typical semester (every 1.5-2 weeks in summer) there is a cumulative, graded **Section Test**.

To do course work, simply go to Blackboard, enter the relevant section (starting with 1), and work through the modules within the section by engaging with assigned materials (readings, videos, etc.) in the order presented. Please note that although you may work at your own pace week by week, making this course ideal for anyone with a complicated schedule, **you must complete all work by the end of the day (23:59 hours) on the closing dates provided**. Deadlines keep students on track and ensure that the workload entailed in this course—for you, for me, and for our TA (if we have one)—is evenly distributed for the duration of our time together.

Like all other rules set out in this syllabus, the *work completion deadline rule applies to everyone*—including students who add or crash the course. I do appreciate how difficult it can be to balance school, work, family, and so on. However, I cannot extend deadlines or waive requirements for students who overextend themselves (or those who join late). Please think twice about enrolling if you are overcommitted, or if you have a history of missing deadlines or following written instructions. Please do not ask me to break rules for you. I cannot do so.

Documentation

This is an online course. You can work at your own pace from week to week, so long as you complete assigned work by our set deadlines. You can work where you want, when you want. However, because this is an online course, we won’t have any time together during which I can lay out instructions for you verbally. That means we rely heavily on course documents such as this. (You will find the Lesson by Lesson [LxL] schedule particularly useful in terms of staying on track and on time, which is your own responsibility.)

Our documents provide for you a detailed map of the course and a plan for success as you move through the semester with me. I say ‘with me’ because I am going to be here with you every step of the way and I value highly teacher-student interaction. The documentation simply anticipates and answers questions students will have about the course so that they don’t need to be asked, saving you time and protecting you from the anxiety that can accompany vague instructions.

Technology

This is a computer-based course. It is not optimized to work on phones or other hand-held, mobile, or wi-fi devices. SDSU recommends a **cabled** computer for online learning (one that is physically plugged into the internet).

Further, **you are responsible for your own connectivity**. Information technology or IT challenges can and often do come up when doing coursework online. **Be prepared** for them.

Please be assured that if problems occur on the SDSU end you will not be penalized. However, when problems occur on your end, the story is different: You are responsible for your computing needs; *student IT problems are **not** an acceptable excuse for non-completion of work.*

When problems occur on your end, **you must fix them prior to any deadlines** implicated. You can go to Love Library for help or to use their computers. The Library Computing Hub is located on the 2nd floor of Love Library; contact help at 619-594-3189 or hub@sdsu.edu. Go to <https://library.sdsu.edu/computers-technology/> to learn more. I cannot provide IT support.

Note here that access to our course is strictly limited. Therefore, *students may not record and distribute or disseminate course materials* (e.g., via social media). Doing so violates intellectual property rights laws as well as SDSU policies, and will lead to sanctions.

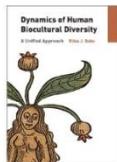
E-mail: SDSU does not share your phone number or address with me. The only way that I can communicate with you is via email. It is your responsibility to **ensure that you can receive email from Blackboard**. It is your responsibility to check daily for email regarding the course, and every few hours if you are looking for a reply from me. I do answer promptly and I expect you to read my answers promptly as well.

Make sure that your email address within the system is correct. Some email systems block Blackboard mailings as if they are spam. If yours does, fix this (generally by altering your security settings), or get an SDSU account (go to: <http://it.sdsu.edu/sdsuid/>.)

- When sending me email, you must **include your first and last name in the subject line**.
- You also must include the course name/number in the subject line.

I generally answer email upon receipt. However, for general inquiries please allow for a 24-hour turnaround (not including holidays and weekends). Email does sometimes go awry: If you do not hear back from me in due time, please try again with a different heading (in case the original was recognized as spam) and/or call me. For urgent inquiries (for instance regarding a test or paper problem) you can expect a faster reply and it is your responsibility to be at your inbox so that you can receive and act upon my reply with immediacy.

Required Learning Resources (required readings/media)



'Learning Resources' for this course—the materials that you are required to read, view, etc.—include a textbook that was custom made for the course as well as numerous online readings, videos, and interactive Web sites. The textbook is: **Dynamics of Human Biocultural Diversity: A Unified Approach** (DBD), by Elisa Sobo (LeftCoast Press or Routledge, 2013).

Note please that this is an **IMMEDIATE ACCESS COURSE**: our textbook is provided in a digital format by the first day of classes and it is free to use through the add/drop date. Your SDSU student account will then be charged a special reduced price for use of the materials for the remainder of the semester unless you opt-out of the content by 11:59 PM on the add/drop date. Please visit www.shopaztecs.com/immediateaccess for additional information about Immediate Access pricing, digital subscription duration, print add-ons, opting out and other frequently asked questions.

In addition, or alternately, you may purchase our book at the SDSU bookstore (www.sdsu bookstore.com, 866-388-7378) or from various sellers. Another option is to buy the book from Routledge; you can get a 20% discount using a code and link posted on Blackboard. There are also plenty of print copies on reserve in SDSU's library.

Apart from our book, you will access all other learning resources (short readings, videos) via clickable links in our Blackboard course website. Blackboard also contains a bibliographic list of the learning resources (which will be helpful if you ever want to cite one of our required readings) as well as a list of supplementary texts.

Grades

A. Overview

Although all students willing to engage themselves should do well, please remember that this is an upper division course and the workload is therefore heavier than you would find at the lower levels.

Grade weighting

Your final grade in the course is determined on a percentage basis (not a point scale) as per the table below.

Key Deliverables	Proportion of Grade	Due Dates*	Blackboard Submission Location
Activities	10%	End of relevant week (check the Schedule Appendix / LxL Schedule)	Within relevant modules
Chapter Quizzes (best 10 of 13)**	30%	End of relevant week (check the Schedule)	Sidebar link: Chapter Quizzes
Section Tests and Final Test (best 3 of 4)**	60%	End of each Section and at the course's end (see LxL Schedule and Blackboard)	Sidebar link: Section Tests

**Weeks end at 23:59 hours or 11:59 pm. The day of the week on which our weeks end is identified in your Lesson-by-Lesson Schedule, which is an appendix to this syllabus.*

***Dropping lowest test and quiz grades helps insure against one-time problems that damage your overall grade.*

Due Dates and Times

All work, including tests, must be received on time to count toward your grade. Times as stated refer to San Diego or Pacific Standard Time. This is the time standard used by Blackboard's internal clock. Our standard 'deadline' time is 23:59 hours.

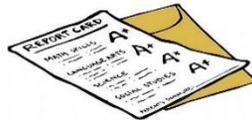
This does not mean you should press 'submit' at 23:59 hours. You must allow time for internet traffic, just as you must allow time for freeway traffic and parking (etc.) when you are due to appear somewhere on time. I suggest submitting by 23:30 hours (11:30 pm).

Please be aware, too, that weekend and night-time help with content-related questions or technological problems is not guaranteed. In the face of either, deadlines remain in effect.

Academic integrity

Academic integrity is required of all students at SDSU. Breaches of academic integrity (academic dishonesty) include but are not limited to cheating, plagiarizing, falsifying records, and assisting another individual in any of these actions. Please familiarize yourself with SDSU's policies at <http://csrr.sdsu.edu/> and http://go.sdsu.edu/student_affairs/srr/cheating-plagiarism.aspx.

If you engage in ANY form of academic dishonesty you will receive an "F" for the course grade. Students engaging in academic dishonesty will be reported to SDSU's Judicial Coordinator, who will then take appropriate action. Students in the major also will be reported to the Anthropology Department's Undergraduate Coordinator. Remember that any temptation to cheat affects not only you but the class as a whole.



B. Components of final grade

Below, the components of the final grade are listed along with general grading information. How the components are weighted is explained above.

1. Activities. Every module where a chapter starts includes an initial ungraded warmup activity. Some modules include ungraded self-assessment activities too (e.g., discussion boards, mini-quizzes).

"Ungraded" does not mean "unnecessary": these activities are required. Credits or points are awarded for all activities completed. At the end of the course, you will have earned a **percentage score based on the number of activities completed and/or credits accrued** (see 'Results' below for information regarding our grading scale).

The number of warmup and other activities available for will be about 25. Most activities (and sometimes all) are worth one point or credit a piece.

While warmup activities come at the beginning in each module, other kinds of activities generally come at the end. These activities ask you to apply, practice, or otherwise demonstrate and self-assess what you have just learned. The aim of completing the warmups is to orient you to the work of the week. The aim of the later activities is to practice and hone understanding so that you do as well as possible on the graded work you will submit later.

Activity due dates are clearly stated on Blackboard and in your Lesson by Lesson (LxL) schedule (available on our Blackboard Website). In brief, and in general (exceptions are noted on the LxL schedule), they must be completed by 23:59 hours at the end of the relevant week. Credit will only be given for activities completed on time, and in full, and that represent a good faith effort. This means that, for this portion of the grade, it is very easy to get an A (you should take advantage of that fact!). It also means that receiving an activity point does not endorse your answer as 'correct.'

I should note here that not all the 'active' work you do counts toward your 'activity points.' A few of the learning resources I will ask you to examine over the course of our class include interactive features, such as quizzes or games. Although you should complete these they cannot count toward your 'activity credits' because they are undertaken on external Websites.

I should also point out that for some activities (e.g., discussion board activities) you must craft a post that others will see. For such activities you must use 'college' English. You must express yourself courteously and support your arguments with factual evidence. Disrespect of individuals or groups, including expressions of prejudice, will not be tolerated. This is in keeping with SDSU standards prohibiting discrimination and harassment (regarding which, see http://go.sdsu.edu/student_affairs/srr/conduct.aspx). Along these lines, if you see a questionable post before we do, please let us know.

2. CHAPTER Quizzes. At the end of each chapter you will take a brief, multiple choice Chapter Quiz. You may access your Chapter Quizzes through the sidebar menu link ('Chapter Quizzes') any time that week when you are ready but always before the scheduled due date.

On each Chapter Quiz, you will receive a randomly generated subset of questions drawn from a large pool of questions, so that no two Chapter Quizzes are alike. Note that because the Chapter Quizzes are brief, not all information that is relevant for the Section Tests can be included. Also because they are brief, **grading will be eased** via a slightly reduced denominator (e.g., a 10 question Chapter Quiz will be graded as if there were 9.5 questions so that 9 correct answers will result in an 'A' versus the lowest possible 'A-.' Likewise, 7 correct will result in a 'C' versus a low 'C-', and so on.

There are thirteen substantive chapters and thus thirteen chapter quizzes (the fourteenth chapter is a review chapter). In appreciation of the fact that everyone experiences a rough week now and then, the **ten highest Chapter Quiz scores will be averaged to determine your overall Chapter Quiz grade.** (See 'Results' below for information regarding our grading scale.)

All Chapter Quizzes close or expire at the end of the relevant week, at 11:59 pm. For Chapter Quiz dates, see the Lesson-by-Lesson Schedule. Regarding make-ups, please refer to the information in the Section and Final Test segment, directly below. Remember: internet or computer problems on your end and your scheduling issues and minor infirmities are never grounds for a makeup.

3. Section Tests and Final Test. Students will complete an online test at the end of all three sections of the course, and another at the end of the course as a whole. The last test is comprehensive or cumulative, covering key concepts used throughout the course. It is the same length as a typical Section Test, and worth the same proportion of the final grade.

Because we are doing writing in many of our activities, there is no writing on the tests; they are mainly multiple choice. Questions directly reflect (are written based on) our specified learning outcome objectives, the topics/terms found at the start of each module.

The **three highest scores will be averaged to determine your overall Section Test grade.** Dropping the lowest score protects you from harm if you experience a one-time difficulty. (See 'Results' below for information regarding our grading scale.)

Note that most test problems stem from the use of computers that are not properly prepared. Although students have ample opportunity prior to the onset of testing to prepare their computers, and you are expected to have all anticipatable technological problems sorted out prior to the first 'real' test, the dropped test policy provides an 'across the board' free pass for one test if things go wrong.

Test dates and times: Tests are open as indicated in the Lesson-by-Lesson Schedule (Appendix) and on Blackboard. They are open from 00:01 hours on the first date given. Blackboard will close them at 23:59 hours (essentially, midnight) on the last date given for the test in question. The window is generally three days (72 hours) long, but it can vary. Check the schedule!

Please check the dates posted and clear your calendars now to ensure that you are available for every test. Make sure your internet and computer set up are reliable: computer problems on your end are not grounds for a makeup. Similarly, because of the broad 'window frame' for testing, your scheduling issues or minor infirmities are never grounds for a makeup exam.

Overtime tests (and quizzes): Although you may begin testing (a term that in this section includes Chapter Quizzes) any time within the testing window, you will receive a set number of minutes to complete your work once you have started. The number of questions on each test will be set to fit well within the time allotted.

Tests must be completed in one sitting. Blackboard provides a test timer, which starts when you begin a test. Tests are set to 'auto submit' or stop themselves when the time is up, so you cannot take more time than you are allowed.

That said, Blackboard does not grade tests submitted after 'time allowed' runs out or those submitted after 11:59 pm on the due date. Those we must mark by hand (if warranted).

Use of notes for tests (and quizzes). Although you can certainly access your notes and our learning resources while taking each test, the tests are not intended to be open book exams. Approach each test just like you would approach an exam you might take sitting in a classroom. In other words, 'know your stuff'. Any student who cheats will, at a minimum, receive an F.

Plagiarism is a serious academic offense and, at a minimum, a plagiarized piece of work will receive 0 points (an 'F'). An F in the course also may result. See also: <https://library.sdsu.edu/guides/tutorial.php?id=28>.

On each test, each student will receive a randomly generated subset of questions drawn from a large pool of questions, so that no two tests are alike. While you therefore will not be asked about every single topic and term, the questions you do receive 'spot check' your comprehension and thereby provide us with an excellent measure of your total grasp of all course materials / objectives.

You must take all examinations (quizzes included) by yourself, without the unauthorized assistance of others in any way, shape, or form. If you know other students are cheating, report them. If you have questions about SDSU's policy regarding cheating (including plagiarism), see http://go.sdsu.edu/student_affairs/srr/academic-dishonesty.aspx

Crashed tests (and quizzes). If your test (or quiz) crashes for reasons you think may be on our end, let me know *right away* through an email to esobo@sdsu.edu. Follow the instructions provided for you on Blackboard, which in summary say: email to *tell me in keen detail exactly what happened, and to check back regularly for my response*. Stand by for my instructions. And remember, although I can reset a crashed test or quiz for you if the problem is on our end, I do need ample notice. With a reset, all prior work disappears; you receive a whole new question set. The test/quiz deadline will not change.

Finally, please note: the Blackboard system is busiest in the hour prior to any deadline. It can even lock up and lock you out. So do not wait too long to take your test. Tests/quizzes—even when reset—always are due to be launched before the end of the testing or quiz-taking window.

Percentage	Letter Grade*	Grade pts
0-59.99 %	F	0
60-63.99 %	D-	0.7
64-66.99 %	D	1
67-69.99 %	D+	1.3
70-73.99 %	C-	1.7
74-76.99 %	C	2
77-79.99 %	C+	2.3
80-83.99 %	B-	2.7
84-86.99 %	B	3
87-89.99 %	B+	3.3
90-93.99 %	A-	3.7
94-96.99 %	A	4
97-100 %	A+	4

*CR/NC students: you need a minimum grade of 'C' for 'CR'

Missed tests (and quizzes). Because tests/quizzes are taken online, because you have a very broad window of time to take each test/quiz, and because your lowest test grade (and your three lowest quiz grades) will be dropped, *make-ups will only be permitted in the direst of unexpected and unanticipated circumstances* (e.g., hospitalization, extradition), *provided that appropriate and legitimate documentation has been supplied*. Your scheduling issues, travel, or minor infirmities are never grounds for a makeup. Except in the direst of circumstances, makeups must be arranged for within 5 days of any missed test/quiz.

C. Results

Grade posting and feedback. Grades (or credits; e.g. for activities) are posted on Blackboard as soon as they are available. For purely objective tests, this generally occurs two days after they expire (that gives me time to double check the scoring, etc.). When tests include written or hand-marked answers, and for other types of assignments (e.g., discussion board posts), the process can take a few more days; it may even take a week or two depending on enrollment.

You are responsible for tracking your grades. This includes making sure that the tests and papers you believe to have been submitted actually were submitted with success to the Blackboard system. Be sure to print your submission receipts or otherwise save them. If you notice a mark missing, **alert me immediately** and send me your proof of submission so that I can help you.

Grade calculations. *All scores in this course are converted to percentages.* The table above shows how we move from a percentage to a letter grade and then a grade point figure. This process is applied not only to the tests, projects, and accrued activity point totals but to the final grade as a whole. Please be advised that we **do not** automatically round up (e.g., 79.5% = C+ while 80% = B-).

With the percentage system, as opposed to the curve system, it is possible for every student who knows the material to earn an A. However, I reserve the right to alter the grading method on the off chance that the percentage system is not adequately differentiating students.

Grade queries. Grades are very carefully determined and checked prior to being accepted into or entered in the Grade Book record. I take assessment of student performance very seriously and would rather we 'get it right the first time' than rush and make errors. But if you do find an error or have a question, please feel free to ask about it! It pleases me greatly to raise grades when warranted. On the flip side, some students push for points when they are not warranted; this is disrespectful to your peers and yourself—so please avoid it. Reconsideration, if requested, will take your entire test and, in some cases, your entire record into account and may result in lower as well as higher grades.

Learning Objectives & Outcomes

This course introduces students to systems thinking and the idea of adaptation and then explores, from the 'systems' standpoint, human adaptation to geography or the 'natural' environment, the 'man made'

environment, and culture itself. In other words, students examine the relationship between ‘the human experience’ and geographically, socially, and culturally-derived ‘environmental pressures’. In this equation, health is a key index of adaptation and human groups are viewed as complex adaptive systems embedded within larger such systems and containing smaller ones. Knowledge of our organizational strategy and systems standpoint will help students to focus their effort and attention throughout the semester.

Outcomes expected. Upon completing the course, students should be able to: Apply systems thinking and a scientific perspective in describing and explaining:

- Human biological adaptation;
- The adaptive emergence of culture and the global spread of behaviorally modern humans;
- How intensified subsistence strategies entailed diverse environmental changes that humans, in turn, adapted to in diverse ways.
- How local and global structural (political-economic) arrangements diversely affect human health.
- How culture differentially affects our expectations for, and experiences of, our bodies.

Students also will have built academic skills, for instance in information literacy.

Specific outcomes expected and where to find them. Section-specific learning outcome expectations are detailed in the Lesson by Lesson Schedule (which exists as an appendix to this document). They are repeated again at the start of each online lesson module.

In addition to listing all course resources and activities (and relevant due dates) the Schedule also lists all key concepts and terms, and contains important calendar information. The Schedule therefore serves not only as an overall tool to help keep us on track but also as a study guide for the course as a whole. Take time now to look at the Schedule and acquaint yourself with how it works. Print the Schedule (and syllabus) for easy reference.

General Roadmap for our Journey

As suits SDSU’s General Education parameters,² the overarching aim of the course is to help students understand and appreciate the synergistic relationship between culture and biology through a scientific, systems

² **General Education parameters.** ANTH 402 is a 3-unit General Education (GE) Explorations of Human Experience course. Courses that fulfill the 9-unit total requirement for Explorations “take the goals and skills of Foundations of Learning courses to a more advanced level. [They provide] greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations of Human Experience courses” (208-19 catalog, p.94).

ANTH 402 is an Explorations course in Natural Sciences. As per the 2018-19 course catalog (p.94), “Natural Sciences use the scientific process to study nature and represent an approach to the study of the universe and its natural laws and phenomena. Students achieve basic scientific literacy and thereby understand the scientific process including the value of observation, hypothesis testing, and experiments in the advance of science. Thus students require a general understanding of fundamental concepts and knowledge accumulated by the natural sciences. From that understanding, students develop an ability to reason about and follow new developments in the natural sciences, and to think in a scientifically informed manner about social and political issues that involve science and technology.” Completing this course will help you learn to do the following with greater depth: 1) “Explain basic concepts and theories of the natural sciences”; 2. “Use logic and scientific methods to analyze the natural world and solve problems”; 3. “Argue from multiple perspectives about issues in natural science that have personal and global relevance”; 4. “Use technology in laboratory and field situations to connect concepts and theories with real-world phenomenon.” [Please note that ANTH 402 support for #4 is generally conceptual rather than hands-on; nonetheless, concepts taught in this course will apply in your future lab and field experiences.]

Course objectives meet university criteria for cultural diversity courses in general education. As per the 2018-19 course catalog (p.94), “Cultural diversity courses focus on the theoretical and practical factors of age, class, disability, ethnicity, gender, gender identity, immigration, nation, race, religion, sexuality, socioeconomic status, and other

oriented examination of varied geographic and socio-cultural (including political economic) explanations for human bio-cultural diversity, past and present.

To begin our learning journey, after reviewing the syllabus and schedule, and getting to know our Blackboard Website, we are introduced to anthropology, and to the scientific method. We examine and adopt the 'systems' approach, which we will apply in all subsequent lessons. Next, we focus on the processes entailed in adaptation. We investigate the links between geography and the rise of human biological diversity. Culture's emergence as an adaptive mechanism is explored. The material covered highlights the important role of the physical ('natural', geographic) environment.

Next, we examine humanity's impact on the environment and how that, in turn, affects inter- and intra-societal variations in health and wellness. We investigate the varied relationships between 'man-made' environments (e.g., those created by intensified subsistence strategies, social evolution, regional/global linkages) and health. We examine the role of disease ecology in explaining diverse epidemiological profiles as well as the varied effects of political economy and other expressions of power and hierarchy (e.g., structural violence).

Finally, we explore the importance of cultural context and of cultural relativism. We will examine how even experiences as apparently basic and universal as family-building can be experienced in bio-culturally diverse ways. This understanding is extended as we explore the literal embodiment of culture, for example in bodily size, shape, and decoration.

As the course progresses, we learn more and more about bio-cultural diversity's origins and its relationship to every-day life in today's world. Detailed learning outcome expectations as well as work requirements and relevant due dates are provided in the Appendix to this syllabus (i.e., the Lesson by Lesson Schedule). The Appendix serves as the detailed itinerary for the learning journey on which we are about to embark and which I look forward to sharing with you!



significant markers of social identity. Courses meeting this requirement examine the complexity of diversity through an analysis of differential inequities, oppression, power, and privilege. Cultural diversity courses focus on non-dominant views and perspectives.” The goals for diversity courses are: “[1] Enhance understanding of the diverse efforts and strategies used by groups to transform and/or dismantle structures of oppression. [2] Foster reflection and appreciation of non-dominant perspectives, their contribution to society and culture, and models for their inclusion. [3] Analyze the intersection of the categories of various dimensions of difference as they affect cultural groups’ members lived realities and/or as they are embodied in personal and collective identities [4] Formulate informed views on the mechanisms for maintaining existing power structures and their impact on all sectors of society.”