

Term Information

Effective Term Summer 2023
Previous Value Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to offer this course 100% online.

What is the rationale for the proposed change(s)?

This course is well suited for online instruction.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3301
Course Title Modern Human Physical Variation
Transcript Abbreviation Mod Human Phys Var
Course Description Survey of modern human biological diversity; examination of the underlying evolutionary and adaptive mechanisms responsible; exploration of the interplay between biology and behavior in adaptation.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2200, or permission of instructor.
<i>Previous Value</i>	<i>Prereq: 2200 (200), or permission of instructor.</i>
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 301.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	26.0901
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will become familiar with key aspects of modern human genetic, anatomical, and physiological variation.
- Students will apply knowledge of the forces of evolution to explain modern human variation within and between populations.
- Students will gain an appreciation for how aspects of the physical, biological, and sociocultural environment have shaped and continue to shape modern human biological variation.
- Students will understand the meaning of race in the biological and social sciences and the problem with classifying humans into racial groups.
- Students will understand how humans continue to evolve.

Previous Value

COURSE CHANGE REQUEST
3301 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/27/2022

Content Topic List

- Zoological
- Primates
- Human population
- Evolution
- Human behavior
- Health
- Life-span
- Adaptation
- Genes
- Natural selection
- Intelligence

Sought Concurrence

No

Attachments

- 3301_SB Syllabus_OL_BP6.docx: Online Syllabus
(Syllabus. Owner: Healy,Elizabeth Ann)
- 3301_Syllabus_in-person.docx: In-person Syllabus
(Syllabus. Owner: Healy,Elizabeth Ann)
- signed-asc-distance-approval-cover-sheet-ANTH3301.pdf: Online Approval
(Other Supporting Documentation. Owner: Healy,Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	04/25/2022 11:07 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	04/25/2022 11:07 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/27/2022 09:52 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/27/2022 09:52 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: ANTHROPOL 3301

TITLE: MODERN HUMAN PHYSICAL VARIATION

TERM: FALL 2021

3 CREDIT HOURS

ONLINE

Course overview

Instructor

Instructor: TBD

Email address: TBD

Phone number: TBD

Office hours (via zoom at [include zoom address]): Wednesdays 1:00-3:00 or by appointment

Prerequisites

Anthropology 2200

Course description

We experience human cultural and biological diversity daily. The goal of this course is to provide you with an understanding of modern human **biological** diversity. As a course in social and natural science, you will apply the principles of evolutionary theory and the scientific method to understanding human biological variation. The course emphasizes genetic, anatomical, and physiological variation within and between human populations. We will spend considerable time looking at the role of the environmental (physical, biological, sociocultural) in explaining human variation.

Course learning outcomes

- Students will become familiar with key aspects of modern human genetic, anatomical, and physiological variation.
- Students will apply knowledge of the forces of evolution to explain modern human variation within and between populations.
- Students will gain an appreciation for how aspects of the physical, biological, and sociocultural environment have shaped and continue to shape modern human biological variation.
- Students will understand the meaning of race in the biological and social sciences and the problem with of classifying humans into racial groups.
- Students will understand how humans continue to evolve.

General education goals and expected learning outcomes

Include relevant GE info and brief narrative discussion of how the course fulfills the GE ELOs

Details on the new GE can be located at <https://oaa.osu.edu/general-education>

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online.

Meeting time: This course will be held fully on-line. Please review the course schedule below for details on course topics, assignments, and live sessions. Weekly lectures are asynchronous and will be posted on-line (via Carmen). On most **Tuesdays** (see course schedule below) we will meet for a **live discussion session** held via zoom from 4:00-5:00 pm. During these sessions we will discuss in greater details the materials you covered in class assignments for that week. These sessions are mandatory, and attendance will be taken.

Pace of online activities: This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and attendance/participation in the live Tuesday sessions. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- **Office hours and live sessions:** While participation in office hours is optional, attendance at the live (zoom) Tuesday sessions is mandatory.
- **Weekly assignments:** On almost all weeks you will turn in assignments based on the course material. Some of these you will complete individually, others will require group work. On most weeks there is also a quiz. The course schedule below indicates the assignment type and due dates.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks, articles, and films

Required

- Textbook: Brown D.E. 2019. Human Biological Diversity. 2nd Edition. New York: Taylor and Francis. 352 pp. [Referred to as Brown on course schedule]
- Articles: Articles are marked with an * on the course schedule (See below) – these pdfs can be found on our course Carmen site (see the “Files” and/or Modules tabs).
- Films: You will be required to watch several films outside of class that pertain to key topics covered in the class. [These are referred to by title on the course schedule]
- Ghost in your genes: <https://vimeo.com/248146854>
- Race: Power of an Illusion, episodes 1 & 2:
<https://library.ohiostate.edu/search~S7?/X{u2022}Race%3A+Power+of+an+Illusion&searchscope=7&SORT=D/X{u2022}Race%3A+Power+of+an+Illusion&searchscope=7&SORT=D&SUBKEY=%E2%80%A2%09Race%3A+Power+of+an+Illusion/1%2C34%2C34%2CB/frameset&FF=X{u2022}Race%3A+Power+of+an+Illusion&searchscope=7&SORT=D&10%2C10%2C>
- In Defense of Food:
<https://library.ohiostate.edu/search~S7?/Xin+defense+of+food&searchscope=7&SORT=D/Xin+defense+of+food&searchscope=7&SORT=D&extended=0&SUBKEY=in+defense+of+food/1%2C492%2C492%2CB/frameset&FF=Xin+defense+of+food&searchscope=7&SORT=D&2%2C2%2C>
- Spillover:
<https://library.ohiostate.edu/search~S3?/Xspillover&searchscope=3&SORT=DZ/Xspillover&searchscope=3&SORT=DZ&extended=0&SUBKEY=spillover/1%2C4%2C4%2CB/frameset&FF=Xspillover&searchscope=3&SORT=DZ&1%2C1%2C>
- Stress, Portrait of a Killer:
<https://library.ohiostate.edu/search~S3?/XStress%2C+Portrait+of+a+Killer&searchscope=3&SORT=DZ/XStress%2C+Portrait+of+a+Killer&searchscope=3&SORT=DZ&extended=3&SORT=DZ/XStress%2C+Portrait+of+a+Killer&searchscope=3&SORT=DZ&extended>

[ed=0&SUBKEY=Stress%2C+Portrait+of+a+Killer/1%2C2%2C2%2CB/frameset&FF=XS
tress%2C+Portrait+of+a+Killer&searchscope=3&SORT=DZ&1%2C1%2C](#)

Other fees or requirements

- None

Course Technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Assignment or category	% of Grade
Midterm Exam (Oct 7)	25%
Final Exam (Dec 15)	30%
Quizzes (n=8)	15%
Question Sets (Individual + Group) (n=9)	20%
Weekly (Tuesdays) synchronous discussions (Participation / Attendance) *Note: there are a few weeks when we will NOT meet, see course schedule below	10%
Total	100%

See course schedule, below, for details and due dates for all the above

Descriptions of major course assignments

Midterm Exam (Oct 7):

- **Description:** This is a mixed format exam and will include multiple choice, true/false, and matching. The exam will be taken on-line via Carmen. The exam is posted for a 24-hr period but is timed, meaning once you initiate the exam, you will have 80 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response.
- **Academic integrity:** The exam will be available on Carmen and will be open-book and open-note, but no collaboration with other students is allowed.

Final Exam (Dec 15):

- **Description:** This is a mixed format exam and will include multiple choice, true/false, and matching. The exam will be taken on-line via Carmen. The exam is posted for a 24-hr period but is timed, meaning once you initiate the exam, you will have 80 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response.
- **Academic integrity:** The exam will be available on Carmen and will be open-book and open-note, but no collaboration with other students is allowed.

Quizzes:

- **Description:** These will be short and will include multiple choice and true/false questions (5-10 questions per quiz) that cover important concepts from the week's lecture/readings/films. Quizzes are posted on Fridays and close at 11:59pm the following Monday. They are timed meaning once you initiate the quiz, you will have 20 min to complete it. In addition, once you answer a question, you will not have the ability to go back and change your response. Dates of all quizzes are marked on the course schedule below.
- **Academic integrity:** The quizzes will be available on Carmen and will be open-book and open-note, but no collaboration with other students is allowed.

Question sets:

- **Description:** On some weeks you will be required to complete a question set based on the assigned lectures/readings/films and upload your responses to Carmen. These question sets will be completed either individually or as a group. Individual: a set of questions that you will respond to as an individual. You will upload your own responses to these questions to Carmen by the assigned date/time. Group: a set of questions that you will complete with your pre-assigned group (outside of class time). A member of your group will be assigned as the leader and will be responsible for uploading your group's responses to these questions on Tuesdays by 3:45 pm (i.e., just before we meet for the synchronous session). *I expect that for all group question sets, you work as a team and that the submitted material was generated by all group members. Failure to contribute to group question sets will result in a grade of "0" for that assignment.* Further details on each question set (individual/group) will be provided in Carmen. Dates are marked on the course schedule below. Be sure to prepare in advance – waiting until the last minute to conduct group work will lead to scheduling conflicts and/or low-quality work.

- **Academic Integrity:** All question sets will be available on Carmen and will be open-book and open-note, I encourage collaboration with peers on the individual assignments and expect it on the group assignments.

Synchronous discussions on-line (attendance and participation):

- **Description:** Most weeks we will meet on Tuesdays (4-5pm) for an on-line synchronous session (via zoom) to discuss the assigned material/question sets. I will take attendance on all occasions and will keep track of participation in the discussion. Together, these will be used to calculate your attendance/participation grade. These dates are marked on the course schedule (see below). All students are allowed up to 2 absences without penalty.
- **Academic integrity:** I expect all students to come prepared and to use their notes/responses to question sets to participate in these discussions.

Late assignments

I will **NOT** accept late question sets as these are meant to prepare you for the synchronous group discussions. Lack of preparedness affects the entire class. Exceptions to this general rule will be made for those with a formal excuse (i.e., illness with a doctor's note). The same policy applies to Quizzes and Exams. Please refer to the course schedule below for due dates and plan ahead.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For the midterm and final, as well as the question sets, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on weekdays**.
- **Carmen Announcements:** I will use Carmen Announcements to communicate as schedule changes, alert you to on-campus activities and opportunities related to this course and the anthropology department. It is critical that you check the Carmen page regularly and read all announcements.

COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style for question sets:** While there is no need to prepare your answer as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online (i.e., zoom sessions).
- **Citing your sources:** When we have academic discussions (question sets), please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For films, simply refer to the film.
- **Backing up your work:** Consider composing your question sets in a word processor, where you can save your work, and then uploading into the Carmen.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy

and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](http://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Key:

AL: Asynchronous lecture

Quiz: Short quiz over week's material (n = 8)

QS: Question set (individual or group) (n=9)

SDOL: Synchronous discussion on-line -- via zoom (weekly, with a few exceptions)

WEEK 1	Topic	Readings / videos
Aug 24: SDOL meet and greet!	We will meet via zoom. I will review the syllabus, answer your course-related questions, share my background and research	Syllabus (carefully review, come with questions)
Aug 26: AL	Human variation: an introduction The evolution of evolutionary thinking	Brown: Chapter 1 (pp. 1-15)
WEEK 2	Topic	Readings / videos
Aug 31: AL	Biological Basis of Human Diversity I: DNA structure and function – Replication & Protein Synthesis	Brown: Chapter 2 (pp. 16-56) https://www.youtube.com/watch?v=Qqe4thU-os8 https://www.youtube.com/watch?v=oefAI2x2CQM
Sept 2: AL + Quiz 1	Biological Basis of Human Diversity II: Traits and their transmission – Mitosis and Meiosis Complete Quiz by 11:59 pm on 9/6	Brown: Chapter 2 (pp. 16-56) https://www.youtube.com/watch?v=bRcjB11hDCU
WEEK 3	Topic	Readings / videos
Sept 7: AL, QS + SDOL	Biological Basis of Human diversity III: Traits and their transmission – Inheritance: Mendelian Genetics Part 1 Upload answers to Carmen (group work) by 3:45 pm	Brown: Chapter 2 (pp. 16-56) https://www.youtube.com/watch?v=pv3Kj0UjiLE
Sept 9: AL + Quiz 2	Biological Basis of Human diversity III (cont'd): Traits and their transmission – Inheritance: Mendelian Genetics Part 2 Complete Quiz by 11:59 pm on 9/13	Brown: Chapter 2 (pp. 16-56)

WEEK 4	Topic	Readings / videos
Sept 14: AL, QS + SDOL	Biological Basis of Human diversity IV: Population Genetics Upload answers to Carmen (individual work) by 3:45 pm	Brown: Chapter 2 (pp. 16-56)
Sept 16: AL+ Quiz 3	Biological Basis of Human diversity V: Gene Regulation & Epigenetics Complete Quiz by 11:59 pm on 9/20	Brown: Chapter 3 (pp. 57-81) https://www.youtube.com/watch?v=h_1QLdtF8d0
WEEK 5	Topic	Readings / videos
Sept 21: QS + SDOL	Biological Basis of Human diversity V (cont'd): Gene Regulation & Epigenetics Upload answers to Carmen (individual and group work) by 3:45 pm	*Skinner Article *Fagin Article FILM: Ghost in your genes
Sept 23: AL	Human Biological Diversity vs. Racial Categorization - History	*Anemone (Chapter 1 & 4) Brown: Chap 5 (pp. 114-151)
WEEK 6	Topic	Readings / videos
Sept 28: QS + SDOL	<u>Discussion:</u> Human Biological Diversity vs. Racial Categorization Upload answers to Carmen (group work) by 3:45 pm	*Goodman article FILM: Race - Power of an Illusion, Episodes 1 & 2 (The Difference Between Us & The Story we Tell)
Sept 30: AL + Quiz 4	Problems with human racial classification Complete Quiz by 11:59 pm on 10/4	*Fuentes article *Anemone (Chapter 1 & 4) Brown: Chap 5 (pp. 114-151)
WEEK 7	Topic	Readings / videos
Oct 5: AL + SDOL--Exam Review	Genotypic Traits - I	Brown: Chapter 7 (pp. 181-206)
Oct 7:	MID-TERM EXAM	Covers Material == Aug 24 – Oct 5
WEEK 8	Topic	Readings / videos
Oct 12: AL	Genotypic Traits – II	Brown: Chapter 7 (pp. 181-206)
Oct 14: NO CLASS	☺☺☺ FALL BREAK ☺☺☺	
WEEK 9	Topic	Readings / videos
Oct 19: AL	Human adaptability to physical stressors: Cold & Heat	Brown: Chapter 12 (pp. 322-353)
Oct 21: AL + Quiz 5	Human adaptability to physical stressors: Hypoxia Complete Quiz by 11:59 pm on 10/25	Brown: Chapter 12 (pp. 322-353)

WEEK 10	Topic	Readings / videos
Oct 26: AL, QS + SDOL	Human adaptability to physical stressors: UV radiation Upload answers to Carmen (group work) by 3:45 pm	Brown: Chapter 12 (pp. 322-353) *Jablonski & Chaplin article
Oct 28: AL + Quiz 6	Human Life Span: Growth and development I Complete Quiz by 11:59 pm on 11/1	Brown: Chapters 9 & 10 (pp.235-261) *Fagin article (re-read)
WEEK 11	Topic	Readings / videos
Nov 2: AL	Human Life Span: Growth and development II	Brown: Chapters 9 & 10 (pp. 235-261)
Nov 4: AL + Quiz 7	Human adaptability to biological stressors: nutrition I Complete Quiz by 11:59 pm on 11/8	Brown: Chapter 13 (pp. 354-386) *Leonard article
WEEK 12	Topic	Readings / videos
Nov 9: AL, QS + SDOL	Human adaptability to biological stressors: nutrition II Upload answers to Carmen (group work) by 3:45 pm	FILM: In Defense of food
Nov 11: NO CLASS	Veteran's Day – NO CLASS	
WEEK 13	Topic	Readings / videos
Nov 16: AL, QS + SDOL	Human adaptability to biological stressors: Disease I Upload answers to Carmen (individual work) by 3:45 pm	Brown: Chapter 13 (pp. 354-386) *Wolfe Article *Epstein Article
Nov 18: AL + Quiz 8	Human adaptability to biological stressors: Disease II Complete Quiz by 11:59 pm on 11/22	Brown: Chapter 13 (pp. 354-386) *Wolfe Article *Epstein Article
WEEK 14	Topic	Readings / videos
Nov 23: NO CLASS	Thanksgiving/Indigenous People's Day NO CLASS	
Nov 25: NO CLASS	Thanksgiving/Indigenous People's Day NO CLASS	

WEEK 15	Topic	Readings / videos
Nov 30: QS + SDOL	Human adaptability to biological stressors: Disease III Upload answers to Carmen (group work) by 3:45 pm	Discuss COVID-19 + Spillover film Film: Spillover
Dec 2: AL	Modern life and human biology: Stress I	Brown: Chap 14 (pp. 387-419) *Sapolsky Article
WEEK 16	Topic	Readings / videos
Dec 7: AL, QS + SDOL	Modern life and human biology: Stress II Upload answers to Carmen (group work) by 3:45 pm	FILM: Stress, Portrait of a killer
Dec 15:	FINAL EXAM: ON-LINE Available for 24 hours	Cumulative but emphasis is on material from Oct 12-Dec 7

Bibliography (assigned articles) – all can be found on Carmen:

1. Anenome R. 2010. Race and biological diversity in humans (chapter 1). In Race and Human Diversity, a Biocultural Approach. Pearson (pp. 1-10).
2. Anenome R. 2010. The history of the race concept (chapter 4). In Race and Human Diversity, a Biocultural Approach. Pearson (pp. 54-80).
3. Epstein, P.R., 2000. Is global warming harmful to health?. Scientific American, 283(2), pp.50-57.
4. Fagin, D., 2008. China's children of smoke. Scientific American, 299(2), pp.72-79.
5. Fuentes, A., Ackermann, R.R., Athreya, S., Bolnick, D., Lasisi, T., Lee, S.H., McLean, S.A. and Nelson, R., 2019. AAPA statement on race and racism. American Journal of Physical Anthropology, 169(3), pp.400-402.
6. Goodman, A.H., 2000. Why genes don't count (for racial differences in health). American Journal of Public Health, 90(11), pp.1699-1702.
7. Jablonski, N.G. and Chaplin, G., 2002. Skin deep. Scientific American, 287(4), pp.74-81.
8. Leonard, W.R. 2003. Food for thought: dietary change was a driving force in human evolution. Scientific American, (13) pp.64-71.
9. Sapolsky, R., 2005. Sick of poverty. Scientific American, 293(6), pp.92-99.
10. Skinner, M.K., 2014. A new kind of inheritance. Scientific American, 311(2), pp.44-51.
11. Wolfe, N., 2009. Preventing the next pandemic. Scientific American, 300(4), pp.76-81.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.