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Spring 2020

### ANT 130: Introduction to Biological Anthropology syllabus (Spring 2020)

Marian Hamilton

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**Anthropology 130: Introduction to Biological Anthropology**  
**Dr. Marian Hamilton (SPRING 2022)**

**Class meeting:** Monday, Wednesday, and Friday 2:30-3:20 in Candelaria 1220

**Open Student Hours:** Drop by my office (**Candelaria 2263**) with any questions or concerns during open office hours for students **Monday and Friday from 11:30-1:30**. If you prefer a virtual meeting, we will arrange one on Zoom.

Can't make those times but still want to check in about something? You can also always email me at **marian.hamilton@unco.edu** or call my office (**970-351-3212**) to set up another time to meet if you have schedule conflicts with these open office times. I will get back to your email or voicemail within 24 hours, and I will *always* make time to meet with you.

**Overview:** This is a science course on human evolution exploring what makes our species unique, strange, and wonderful. We will first learn the biological mechanisms underlying evolution and natural selection. Next, we will look at modern primate variation today (including humans) and learn how to use primates as models to help us learn about the behavior, environments, and lifeways of extinct species. Third, we will interpret data from the human fossil record to understand where, how, when, and in what way modern humans evolved. Finally, we will examine specific modern human traits through this evolutionary lens to build arguments for how we got to where we are today.

**By the end of this class, you will be able to:**

1. *Explain* the basic biological mechanisms for evolution and natural selection.
2. *Construct* falsifiable hypotheses and use the scientific method to *critical evaluate* based on evidence from behavioral, anatomical, geochemical, and genetic data.
3. *Apply* modern primate data (behavioral, chemical, anatomical) to *build* interpretations of similar data from fossil species and *justify* those interpretations with data-based evidence.
4. *Develop arguments* for the evolution of uniquely human traits based on anthropological methods and lines of evidence.
5. *Apply* anthropological principals to other disciplines and experiences outside the classroom.

**Course learning objectives:**

- Students will understand essential facts, theories, and methods of biological anthropology including the four forces of evolution, the development of evolutionary theory, the biological basis for life, adaptation, primate anatomy and behavior, hominid origins, and the adaptive significance of human variation. Competence will be demonstrated on exams and quizzes.
- Students will be able to describe and evaluate the importance of key events within biological anthropology, especially pertaining to the development of evolutionary theory, the modern synthesis, and the major milestones of human evolution, as assessed in class discussions.
- Students will test anthropological hypotheses by applying the scientific method to critically evaluate material, genetic, and geophysical evidence, in labs and assignments conducted in class.
- Students will calculate genotype and phenotype ratios, expected genotype frequencies in the next generation, and intermembral indices, in labs and assignments. Student will use these quantitative data to determine whether allele frequencies are changing (i.e., evolution is occurring), and to compare and contrast human and non-human primate populations using metric data.

- Students will identify technological trends in biological anthropology and the contributions of new technology to our increasing knowledge of human origins and evolution, in class assignments.
- Students will be able to make connections between class material and other academic disciplines, including chemistry, biology, and geology, and to relate course content to their own lives. This will be demonstrated in class discussions and on course evaluations.

This course addresses several of our **department learning goals**, including: knowledge of advancements in biological anthropologists' understanding of human biological evolution, skill at using the scientific method in addressing problems of human evolution, and skill at critical thinking about issues in human evolution.

**Important campus dates:**

*Drop deadline* (course will not show up on transcripts, tuition refunded) – January 24<sup>th</sup>

*Withdrawal deadline* ("W" on transcript, will not impact GPA) – April 29<sup>th</sup>

**Textbook:** This course will use the open-access textbook *EXPLORATIONS: An Open Invitation to Biological Anthropology*. You can access it **for free** as a PDF or read chapters online here: <https://explorations.americananthro.org/>

If you prefer a hard copy, you can purchase one on Amazon here for under \$40:

[https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630/ref=sr\\_1\\_2?dchild=1&keywords=Explorations&qid=1596818923&s=books&sr=1-2](https://www.amazon.com/Explorations-Open-Invitation-Biological-Anthropology/dp/1931303630/ref=sr_1_2?dchild=1&keywords=Explorations&qid=1596818923&s=books&sr=1-2)

**Schedule of Topics and Readings:**

Week	Dates	Class topic	Readings (required/recommended), due dates
Week 1	M 1/10	1.1: Introduction: what is this course, and why care about human evolution?	Required: CH1 Introduction to Biological Anthropology: <ul style="list-style-type: none"> <li>- What is Anthropology?</li> <li>- What is Biological Anthropology?</li> </ul> <i>Recommended: CH1 Intro to Biological Anthropology: The Subdisciplines</i>
	W 1/12	1.2: The scientific method: what evolutionary theory IS and what it ISN'T	<b>Required: CH1 Introduction to Biological Anthropology:</b> <ul style="list-style-type: none"> <li>- Anthropologists as Scientists</li> <li>- Ways of Knowing</li> </ul>
	F 1/14	1.3: Darwin and natural selection theory	<b>Pre-test due on Canvas 11:59pm 1/14</b>
Week 2	M 1/17	<b>MLK DAY – NO CLASS</b>	Required: “Darwin, Evolution, and Natural Selection” from Khan Academy: <a href="https://www.khanacademy.org/science/ap-biology/natural-selection/natural-selection-ap/a/darwin-evolution-natural-selection">https://www.khanacademy.org/science/ap-biology/natural-selection/natural-selection-ap/a/darwin-evolution-natural-selection</a>
	W 1/19	1.4: Natural selection and the development of complex traits	<i>Recommended: Khan Academy videos: Introduction to Natural Selection, Natural Selection and the Owl Butterfly, Biodiversity and Natural Selection, Variation in a Species.</i>
	F 1/21	1.5: Mendel and the genetics of inheritance	Required: CH 3 Molecular Biology and Genetics: <ul style="list-style-type: none"> <li>- Introduction to Genetics</li> <li>- DNA Replication and Cell Division</li> <li>- Protein Synthesis</li> <li>- Mendelian Genetics and Patterns of Inheritance</li> <li>- Polygenic Traits</li> </ul> <i>Recommended: Remainder of CH 3 Molecular Biology and Genetics</i>
Week 3	M 1/24	1.6: Uniting Darwin and Mendel: the Modern Synthesis	Required: CH 3 Molecular Biology and Genetics: <ul style="list-style-type: none"> <li>- Introduction to Genetics</li> <li>- DNA Replication and Cell Division</li> <li>- Protein Synthesis</li> <li>- Mendelian Genetics and Patterns of Inheritance</li> <li>- Polygenic Traits</li> </ul> <i>Recommended: Remainder of CH 3 Molecular Biology and Genetics</i>
	W 1/26	1.7: The Four Forces of Evolution and Hardy-Weinberg Equilibrium: What drives evolutionary changes?	Required: CH 4 Forces of Evolution <ul style="list-style-type: none"> <li>- The Modern Synthesis</li> <li>- Population Genetics</li> <li>- The Forces of Evolution</li> </ul> Studying Evolution in Action: Hardy-Weinberg Equilibrium
	F 1/28	<b>Lab 1 (due 2/4)</b>	
Week 4	M 1/31	1.8: Macroevolution: How do we make a new species?	Required: CH 4 Forces of Evolution <ul style="list-style-type: none"> <li>- Studying Evolution in Action: Micro- to Macro- Evolution</li> </ul>
	W 2/2	1.9: Building phylogenies	
	F 2/4	<b>EXAM 1 – The biology of evolution</b>	<b>Lectures 1.1-1.9 Lab 1 due</b>
Week 5	M 2/7	2.1 Overview of modern primates	Required: CH 5 Meet the Living Primates
	W 2/9	2.2 Classifying living primates	

	F 2/11	2.3 Primate diets	Required: CH 6 Primate Ecology and Behavior - Primate Diets
Week 6	M 2/14	2.4 Primate mating systems	Required: CH 6 Primate Ecology and Behavior - Sociality, Residence Patterns, and Dispersal - Reproductive Strategies
	W 2/16	2.5 Cooperation and altruism	Required: CH 19 Human Behavioral Ecology: - How Can Human Behavioral Ecology help us understand altruism? Required: CH 6 Primate Ecology and Behavior: - Communication – Vocal Communication
	F 2/18	2.6 Life History	“Life History Evolution” from The Knowledge Project (Nature Education): <a href="https://www.nature.com/scitable/knowledge/library/life-history-evolution-68245673/">https://www.nature.com/scitable/knowledge/library/life-history-evolution-68245673/</a>
Week 7	M 2/21	2.7 Intelligence	“Primate Cognition” from the Knowledge Project (Nature Education): <a href="https://www.nature.com/scitable/knowledge/library/primate-cognition-59751723/">https://www.nature.com/scitable/knowledge/library/primate-cognition-59751723/</a>
	W 2/23	<b>Lab 2 (A-L last names) – due 2/28</b>	
	F 2/25	<b>Lab 2 (M-Z last names) – due 2/28</b>	
Week 8	M 2/28	<b>EXAM 2 – Modern Primates</b>	<b>Lecture 2.1-2.7</b> <b>Lab 2 due</b> <b>Bonus Opportunity 1 due</b>
	W 3/2	3.1 How do we read the fossil record?	Required: CH 7 Understanding the Fossil Context: - Fossils: Preserving Prehistoric Life - Fossilization - Voices from the Past: What Fossils Can Tell Us <i>Recommended: Remainder of CH 7</i>
	F 3/4	3.2 The earliest primates and first hominins	Required: CH 9 Early Hominins - Defining Hominins - Derived Adaptations: Bipedalism - Derived adaptations: Early hominin dentition <i>Recommended: CH 8 Primate evolution</i> <i>Recommended: CH 9 Paleoenvironments</i>
Week 9	M 3/7	3.3 Australopithecines + fossil dates	Required: CH 9 Early Hominins - The genus <i>Australopithecus</i> - Early stone tool use and technology
	W 3/9	3.4 Australopithecines	
	F 3/11	3.5 Early <i>Homo</i> and complex foraging niche	Required: CH 10 Early Members of the Genus <i>Homo</i> - Defining the Genus <i>Homo</i> - Climate Change and Human Evolution - <i>Homo habilis</i> - <i>Homo habilis</i> culture and lifeways - <i>Homo erectus</i> biological and cultural innovations
SPRING BREAK	March 12-20		
Week 10	M 3/21	3.6 <i>Homo erectus</i> and out of Africa	Required: CH 10 Early Members of the Genus <i>Homo</i> - <i>Homo erectus</i> lifeways

	W 3/23	3.7 Neanderthals and Denisovans	Required: CH 11 Archaic <i>Homo</i> - Breaking the Stigma of “Caveman” - The Changing Environment - Neanderthals - Where did they go? The end of the Neanderthals - Denisovans <i>Recommended: CH 11</i> - <i>Special Topics: Ancient DNA</i> - <i>How do these fit in? Homo naledi and Homo floresiensis</i>
	F 3/25	<b>NO CLASS</b> – optional video bonus project (on Canvas)	
Week 11	M 3/28	3.8 Neanderthals and Denisovans cont.	
	W 3/30	<b>Lab 3 (M-Z last names) – due 4/4</b>	
	F 4/1	<b>Lab 3 (A-L last names) – due 4/4</b>	
Week 12	M 4/4	<b>EXAM 3- The Human Fossil Record</b>	Lecture 3.1 – 3.8 <b>Lab 3 due</b> <b>Bonus opportunity 2 due</b>
	W 4/6	4.1 The first <i>Homo sapiens</i>	Required: CH 12 Modern <i>Homo sapiens</i> - Defining modernity - First Africa, then the world
	F 4/8	4.2 Modern <i>Homo sapiens</i> and out of Africa theory	
Week 13	M 4/11	4.3 Gene/environment interactions	Required: CH 13 Race and Human Variation <i>Recommended: CH 14 Human Variation</i>
	W 4/13	4.4 Are ‘races’ real?	
	F 4/15	<b>Lab 4 – due 4/18</b>	
Week 14	M 4/18	4.5 Genes and behavior – mismatches with the EEA	<b>Lab 4 due</b> Required: CH 16 Contemporary topics: Human biology and health - Preagricultural humans - Health consequences of the transition to agriculture <i>Recommended: Remainder of CH 16</i>
	W 4/20	4.6 EEA and selection for hyper-cooperation	Apiella and Silk 2019, “The Evolution of Human Cooperation” – <a href="https://www.sciencedirect.com/science/article/pii/S0960982219303343">https://www.sciencedirect.com/science/article/pii/S0960982219303343</a>
	F 4/22	4.7 Human mate choice	Geary et al 2004 (available as a PDF on Canvas)
Week 15	M 4/25	4.8 Human mate choice cont.	Required: CH 16 Contemporary Topics - Are we still evolving? Canvas articles
	W 4/27	4.9 Modern human culture and extended phenotype	
	F 4/29	4.10 Are humans still evolving?	
FINAL EXAM	<b>May 4 @1:30</b>	<b>EXAM 4 – Modern Humans</b>	Lecture 4.1-4.10 <b>Bonus opportunity 3 due</b> <b>Post-test due on Canvas</b>

Full University final exam schedule: <https://www.unco.edu/registrar/pdf/reg-final-exam-spring.pdf>

### **Grade structure:**

You earn your grade through three major components:

	<b>Total Possible Points</b>	<b>Grade %</b>
<b>Daily wrap-up questions</b> (34 lectures @ 5 points/day + pre- and post- quiz completion @ 5 points each; 3 'pass' days = 165)	165	25%
<b>Labs</b> (4 @ 50 points each)	200	30%
<b>Exams</b> (4 @ 100 points each) – covers information only from that section of the course ( <i>not</i> cumulative)	400	45%

<u>Percentage</u>	<u>Letter Grade</u>	<u>Quality Points</u>
93-100	A	4.000
90-92	A-	3.667
88-89	B+	3.334
83-87	B	3.000
80-82	B-	2.667
78-79	C+	2.334
73-77	C	2.000
70-72	C-	1.667
68-69	D+	1.334
63-67	D	1.000
60-62	D-	0.667
0-59	F	0.000

Decimal percentages will follow standard rounding (for example, 82.2% would be 82% (B-) and 89.7% would be 90% (A-)).

### **Class Structure**

Class will open with a *daily objective* (the thing you'll be able to do) and a *daily soundbite* (the information you'll need to be able to do it). Your exam study guide is built on the objective and soundbites – if you can talk about each of the topics covered in the soundbites and do all of the tasks covered by the objectives, you'll be ready for the tests.

Daily *wrap-up questions* will assess if you got the information and the skills needed that day. These questions will be a valuable bank of practice questions for exams. At the end of each lecture, there will be a wrap-up question to submit for 5 possible points (5 = correct answer; 4=partially correct; 3=incorrect, 0=not in class). We will go over the answer at the start of the next class. These will also be a useful bank of practice questions for exams. You can only submit the wrap-up question if you are present in class that day. There are three built-in excused absences throughout the semester.

*Study guide questions* will help you focus on the key points for each lecture. These are designed to help you guide your textbook reading on the most important points, and also make great study questions for the exam (especially the open-response questions that might show up!)

*Extra Resources* on your Canvas page provide additional resources to help clarify difficult concepts, cover information in news ways, or read/listen/watch additional content about topics we cover that you might find interesting.

Powerpoint slides, along with all the above information, will be posted online in Canvas modules for your reference and to help guide you in taking notes. Print them out or have them to reference for notes in class and studying. None of these will give you enough information on their own - you must also attend lecture and do the assigned readings to be prepared for exams!

### **Pre- and Post- Canvas Quizzes**

As part of this class, you will take a 5-question pre- and post- test assessing the major learning goals of the class. Your score on these tests will *not* directly impact your grade, but you will receive 5 points in your attendance score for completing each quiz. The pre-test must be completed during the first week of classes (by the end of the day on Friday 1/14) and the post-test must be completed before the final exam (May 4 at 1:30pm).

### **Class Policies**

**Computers and electronics in class:** No cell phones during class time. Computers may be used for taking notes *only*. Your professor reserves the right to revoke computer privileges from the class if people take advantage of this and use class time for Facebook, Twitter, email, etc. Don't be the reason that your class can't bring their computers.

**Makeup Exams:** You may take a makeup exam during my office hours in the one week following the in-class test *if* you have an excused, documented absence from the exam (death in the family, medical emergency, etc) and notify me *within* 24 hours of the scheduled exam time. If you have a previously scheduled, unavoidable conflict with an exam date, speak with me right away. Makeup exams must be done within a week of the scheduled exam date.

**Makeup Assignments:** Assignments are due on the dates listed on the syllabus, but you can always submit work late for partial credit. Late work will lose 10% of the earned score for each day late down to a 50%. If you need to switch lab days or have additional time with lab materials, please speak with me directly.

**Attendance:** You will be able to get the most out of this class by attending all lectures and coming prepared. "Prepared" includes having completed the assigned reading for that week ahead of the lecture, printing out any materials (Powerpoint slides, etc) that you find helpful, and engaging fully with all in-class discussions and activities. You will earn up to 5 points for daily attendance and participation, including correctly answering the wrap-up question. You have three built-in 'pass' days, because life happens. If you miss content, please come to my office hours to discuss it.

**Bonus points:** There will be an opportunity for bonus points on each of the 4 exams. Perfect lecture attendance will also count for bonus. There are three other bonus assignments available in course sections 2, 3 and 4 due on the exam days.

## **COVID-19 INFORMATION AND RESOURCES**

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. As of August 12, 2021, masks are required in all indoor spaces, except for limited exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

**There is a disturbing amount of mis-information circulating through the media and social media regarding the nature of the COVID-19 pandemic. Here are some resources that provide evidence-based, scientifically supported information for your reference. They are updated to reflect the most current state of our understanding, which of course changes as we learn more about the nature of this virus. If you are ever unsure about the legitimacy of information you read, I am happy to help you think through whether or not the source is reliable and the information trustworthy.**

- UNCO COVID-19 homepage: <https://www.unco.edu/coronavirus/>
- UNCO health alerts: <https://www.unco.edu/coronavirus/health-alerts/>
- Weld County Public Health department information page:  
[https://www.weldgov.com/departments/health\\_and\\_environment/2019\\_novel\\_coronavirus](https://www.weldgov.com/departments/health_and_environment/2019_novel_coronavirus)
- Center for Disease Control COVID-19 page: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- Johns Hopkins coronavirus resource page: <https://coronavirus.jhu.edu/>
- World Health Organization resource page: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

In the event that the University must transition to online course work due to the ongoing pandemic, the lectures will transition to Canvas videos with wrap-up question 'quizzes' following each. The schedule for topics covers and due dates will stay as indicated on the syllabus, unless otherwise described by the instructor. All information in the event of such a transition will be shared through Canvas messages and announcements.

**If you are struggling to keep up with the coursework or attend class due to pandemic-related reasons, your health, or the health of loved ones and dependents, *please speak with the instructor as soon as you are able*. We are living through unprecedented times together and all reasonable accommodations will be made to ensure your continued success, learning, and safety.**

## **DISABILITY RESOURCES**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

## **FOOD INSECURITY AND BASIC NEEDS**

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

## **TITLE IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### **Equity and Inclusion Statement**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

### **Academic Honesty**

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

You are expected to display honesty and integrity in your classroom conduct in this course. Your work and intellectual property are expected to be your own. This is not only for your benefit, but for the benefit of the other students in the course; everyone's perspective is valued, unique, and beneficial to the discussion and discourse vital to the success of this exploratory course. Assignments that are plagiarized or are in any way not the original work of the submitting student will be given a score of "0." Plagiarism will not be tolerated. *Your* words are powerful: use them.

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, administration, and trustees strengthens the integrity and value of our academic climate.

Cheating, plagiarism, forgery, and all other forms of academic misconduct are unacceptable in this course, and at UNC. UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbook/index.html>. Lack of knowledge of these requirements will not be viewed as an excuse for noncompliance. Cheating, plagiarism, and forgery will result in a zero for that assignment and may result in a failing grade for the course.

**Land Acknowledgment:**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

**Name in Use/Pronoun in Use/Name Change:**

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

**Class News and Cancellation:**

In case of unexpected instructor absences, the information will be posted on the Canvas website and sent out via Canvas message as quickly as possible. This site should be consulted in the event of inclement weather to check for possible class cancellations or delays.

**EXPECTATIONS****Personal Conduct in our Community of Ideas**

Exploring new ideas and building on creativity is one of the uniquely human traits we will be exploring in this class – use it! There are no bad questions and all students are expected and encouraged to share and participate daily. All students are expected to be respectful and encouraging of their classmates. This is a safe space for ideas and growth. By joining this course, you commit to helping build that community for yourself and all of your teammates. Students are expected to dress, act, and speak professionally while in class. Cell phones and computers must be on silent, and students are expected to only use electronics for course-related work during class time. If there are any issues, please bring them to my attention, as appropriate.

**What you can expect from me**

I know that you are paying mightily to be here. I promise you that I will work my hardest to make that cost worthwhile by making the content relevant, relatable, and clear. I will always make myself available to work through difficult concepts and discuss concerns that you may have. I will at all times remain respectful and open to diverse perspectives and welcome them during class discussions. I will make all course expectations clear and honor those expectations when it comes to exam content, assignment completion, deadlines, and all other grading matters.

**What I expect from you**

We are all adults here. I expect that when you are in this class, you are giving it your full and undivided attention. I expect that you approach all content with an open and inquisitive mind and, above all, remain respectful of the course, the professor, and your classmates, particular when discussing content that might be uncomfortable. This is a safe and inclusive place for learning and curiosity for all backgrounds; I expect you to do everything within your power to help keep it as such. I expect you to practice the highest standards of academic integrity and be aware from the first day of class of course

expectations. I also expect that you will come see me if you have concerns – communication is the only way for us to ensure your success in this course!

### **WHAT IF I NEED HELP?**

The University offers a variety of services to help you in this and other courses (and they are all free!):

*Writing Center:* The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

For more information, email the Writing Center at [writingcenter@unco.edu](mailto:writingcenter@unco.edu) or visit the website: [www.unco.edu/writing-center](http://www.unco.edu/writing-center).

*The peer tutoring center:* <https://www.unco.edu/tutoring/>

*Bio-Chem-Math tutoring:* [https://www.unco.edu/nhs/mathematical-sciences/current-students/study\\_center.aspx](https://www.unco.edu/nhs/mathematical-sciences/current-students/study_center.aspx)

And of course, ***ask!***

- Talk to your **classmates**; form a study group (socially distanced in person or virtual); compare notes; discuss ideas from lecture
- Talk to your **professor!** I am always here to help with anything that is confusing or just talk about ideas that you find fascinating. There are no bad questions. My door (real or virtual!) is always open.