

Course Prospectus

For ANTH 230 Biological Anthropology

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Overview

This is a course in the field of physical (biological) anthropology, an examination of human biology from an anthropological perspective, which is to say from a cross-cultural, developmental, prehistoric and historic perspective. It includes human genetics, genetic forces (microevolution), what it is to be human and human variation and adaptation (including human nutrition, growth and development, health and demography). You will be expected to learn a large body of information, including some memorization, to understand concepts and theories, and to critically analyze data and interpretations of data.

This is also a course in physical anthropology. That is, you will be exposed to the different kinds of research that biological anthropologists conduct, the types of organizations to which they belong, and the journals they publish. Here you can learn what sorts of research constitute the field, what kinds of questions biological anthropologists ask and how they try to answer them, and how and where to find out more about topics that interest you.

Course description

This course is an examination of human biology from an anthropological perspective. Emphasis is on the biological basis of life, our place in the natural world, origins perspectives, and human diversity. Upon completion, students should be able to demonstrate an understanding of the biological and cultural processes impacting the human species.

Prerequisites and corequisites

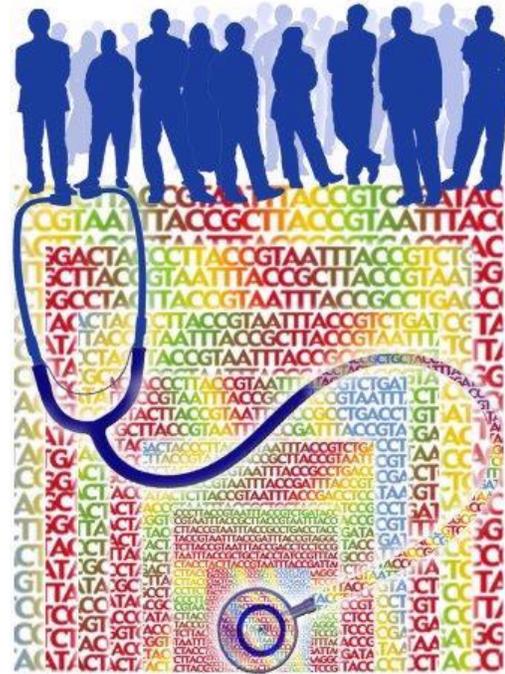
Concurrent registration in ANTH 230L Biological Anthropology Laboratory or consent of instructor.

Course credit

Three (3) semester credit hours.

Relationship with ANTH 230L

ANTH 230L is a laboratory course including a number of experiments. The sequence ANTH 230 and 230L meet the natural science requirement for undergraduate degree programs at the University.



ATCG's with silhouettes of people of varying heights. Photo by Jane Ades. National Human Genome Research Institute. The Human Genome Project found all humans to have a 99.9 % similar genetic content and identity, but this is challenged by a new more detailed research suggesting a higher genetic diversity. A recently discovered complex, higher-order variation in the genetic code better explains why some populations or races are vulnerable to certain diseases and respond well to specific drugs, while counterparts swiftly fall sick or never respond to treatment.

Instructional objectives

On successful completion of this course, a student should be able to:

1. Explain a basic and integrated perspective on the anthropological discipline from a four-field approach;
2. Define the sub-discipline of biological anthropology and apply the methods used by biological anthropologists to gather and interpret data in an independent research project;
3. Understand and apply the scientific method;
4. Explain the biological basis of life and the genetic processes which drive it;
5. Identify the taxonomic order of primates, along with their physical, behavioral and social characteristics, and the application of modern primate characteristics as a model for understanding the early hominids;
6. Demonstrate an understanding of the issues and arguments dealing with the matter of human origins including creationism (the theological explanation for the origin of humans), intelligent design (the philosophical explanation), and the synthetic theory of evolution (the scientific explanation);
7. Identify and discuss genetic, physiological, behavioral, and fossil evidence normally offered in support of human evolution; and
8. Define key terms.

Your instructor

The instructor of record for this course is Dr. Michael P. Germano. He holds a master's degree in anthropology from Tessa A&M University at College Station. He has taught anthropology at Ambassador University, Western Carolina University, Southwestern Community College and Haywood Community College.



To contact him on course details and issues please use the email program in the e-learning system (Populi) or docmpg@morrisbb.net. His telephone is 704-708-2291. When you send an email to this address you normally should have a response within twenty-four hours. Please feel free to contact him by telephone.

Course Protocols

Technology access

This course requires web access and an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. One can download the reader free at <http://www.adobe.com/products/acrobat/readstep2.html>.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor by email (on the course "Info" page, click on the instructor's name and then select "Send Email").

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary, whether in an online course or in an on-campus course, for students to derive maximum benefit from a course and to maintain a satisfactory academic record. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10: "Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go."

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before "Last day to withdraw from a course" as set forth in the University Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a "WF" and counted in a student's GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student's class attendance or punctuality endangers the student's success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course.

Withdrawal requests may be conveyed in any manner to the course professor, Registrar, or Dean of Faculty. This action is sufficient for ensuring any refund owed you. Please note the following:

- If a student drops a course on or before the "Last day to withdraw from a course without a grade penalty" as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a "W" is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of "W" if passing (not computed in GPA) or "WF" if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of "WF."
- Students who completely withdraw from the University at any time during the semester may be given a grade of "W" on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of "W" or "WF" for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of "W" for the course.

Terms and phrases

Each lesson includes a set of terms and phrases for you to learn. This exercise is to help you develop and expand your vocabulary as you proceed through the five lessons and to help you focus on the context of the content you are reading. Examinations will specifically test your mastery of the basic terminology of this course. Many students find looking over vocabulary words just as they go to bed at night and as they arise in the morning helps commit them to memory. Be sure to review your definitions before an examination.

Study tips

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged not to put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Review the assigned terms and phrases provided on the lesson webpages. The four exams will specifically test basic terminology. Students should develop their vocabulary as they proceed lesson by lesson.
- As students view lectures, they should complete their notes.
- Participate in the lesson discussion forums making sure to post original comments and peer responses by the due date.
- Complete any writing assignments that may be due for the current lesson.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention, students not only acquire assistance, but they also maintain the interaction necessary in higher education. To submit a question just click on the instructor's name on the course "Info" webpage and send your question by email through the Populi system.

Textbooks

Students may order their books through the textbook list located in the main menu of the University website (www.livinguniv.com). Living University is a participant in the Amazon Services LLC Associates Program, an affiliate advertising program designed to provide a means for sites to earn advertising fees by advertising and linking to amazon.com.

Most textbooks can be acquired through the links provided on the textbook list and can be accessed by clicking on the book title. Be aware that the books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Required textbooks

The textbook in this course is by Relethford but you can use the 9th edition or later as our focus is on basic concepts not necessarily the latest research findings.

Relethford, John. *The Human Species: An Introduction to Biological Anthropology*. 9th ed. New York: McGraw-Hill, 2012. ISBN 9780078034985.

The following two books for your book critiques reflect two contemporary Evangelical approaches differing from our biblical creationist understanding to help you broaden your critical thinking skills.

Sailhamer, John H. *Genesis Unbound: A Provocative New Look at the Creation Account*. 2nd ed. Dawson Media, 2011. ISBN 9781935651215.

Giberson, Karl. *Saving Darwin: How to be a Christian and Believe in Evolution*. Reprint ed. NY: HarperOne, 2009. ISBN 9780061441738.

Optional books

None.

Course requirements and grades

Due dates and extensions

Submit assignments on or before the due date. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker assignment

To officially begin this course you must complete an Icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on a course discussion forum. A student can earn **30 points** by posting the Icebreaker assignment on time. These points could make the difference between an A or a B, or passing or not passing this course.

- The Icebreaker assignment must be completed, including comments of other students' bios, not later than the eighth day of the semester.
- Post your biography as a reply to the "Icebreaker" topic on the lesson "Welcome and Overview" discussion forum.
- Please post your bio not later than the fourth day of classes, so that your classmates have opportunity to welcome you to the course.
- Please read and comment on at least two other bios by the due date in order to get credit.
- Full credit for this assignment will only be given if all of the above requirements are met.

Do NOT create a NEW discussion. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other.

Reading assignments

Reading assignments are integrated into the lesson pages at the course website. When you undertake your critical book reviews, you may find the reviews of these titles on Amazon helpful.

Discussion forums

Students will be expected to take part in lesson discussion forums. Each of the five (5) lessons will include discussions on a topic related to the material covered in that lesson. Students are required to post responses to two of their peers in the discussion assignment. Each discussion assignment will be worth **10 points (total=50 points)**.

Writing assignments

All writing assignments in this course should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* by Lester & Lester. Please cite your sources and use quotation marks where needed. To submit your work, select the appropriate assignment from the Assignments tab to go to the Assignment Submission webpage. Use the file attachment feature below the textbox to upload your WORD document so your instructor can have it handy for download, review, and grading. Please do not use the textbox to post your assignment; the textbox is used for student/instructor communication only, pertaining to the assignment.

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Book Critiques: There are two book critiques due in this course, in which you will report on the content of the book and provide an evaluation that gives your judgment of its quality, including your thoughts, responses, and reactions to the main ideas and arguments of the author. Each critique should be 5-7 pages in length, double-spaced, in MLA format. Each critique is worth **50 points (total=100 points)**.

What I Learned Essay: At the end of the course, you will submit a short essay expounding on five (5) things that you appreciated learning or found of particular interest in this course. Be sure to explain why you arrived at these conclusions and cite scriptural references or course material as appropriate. This assignment is worth **40 points**.

Quizzes and examinations

There are no quizzes in this course.

There are four closed book exams of 50 objective questions each to be taken online. Exam 4 is a proctored examination. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process for all involved. Each exam is worth **100 points (total=400 points)**.

Course evaluation

Student input is welcome for improving this course. Making suggestions by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make e-learning courses as effective as we can. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners. By completing the assessment you can earn **30 points** toward your final grade.

Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

Icebreaker Assignment (30 points)

Exams (four, each worth 100 points, for a total of 400 points; all four exams are online; the first two exams are open book; the last two exams are closed book and closed-notes; only Exam 4 is to be proctored)

Book Critiques [on *Genesis Unbound* and *Saving Darwin*] (two, each worth 50 points for a total of 100 points)

"What I Learned" Essay (40 points)

Course Evaluation (30 points)

TOTAL 600 points

Grades are in the traditional American style of an A, B, C, D, or F. In distance learning, we believe that the measure of mastery of course subject matter is completion of 80% of the objectives for a course. That means that we want students to earn at least 480 points in this course. If they do not do so then they have not achieved the level of the mastery we would like them to have. We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades. Mastery of the material is what one's goal should be.

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Grades, assigned by points, are as follows:

- A 540-600 points
- B 480-539 points
- C 420-479 points
- D 360-419 points
- F Below 360 points

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers, completely or in part, or examinations, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course outline

Lesson 1 Introduction to Biological Anthropology

- Topic 1 Anthropology as a Discipline
 - Topic 2 Human Biology From an Anthropological Perspective
 - Topic 3 On Knowing: What Can We Know and How?
 - Topic 4 The Nature of Scientific Inquiry
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Lesson 2 The Biological Basis of Life

- Topic 1 Human Genetics (inheritance as it occurs in human beings)
 - Topic 2 Genetic Forces (microevolution)
 - Topic 3 Genetic Genealogy (discovering your genetic ancestry)
 - Topic 4 Speciation (creation continues)
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Lesson 3 Our Place in the Natural World

- Topic 1 The Primates (key physical characteristics)
 - Topic 2 Primate Behavior and Ecology (key behavioral characteristics)
 - Topic 3 Extinct Humanlike Life Forms (Animals)
 - Topic 4 Human Beings (Mankind)
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Lesson 4 Origins

- Topic 1 The Origins Debate
 - Topic 2 Creationism (the theological explanation for the origin of humans)
 - Topic 3 Intelligent Design (the philosophical explanation for physical life)
 - Topic 4 Synthetic Theory of Evolution (the scientific explanation of human origins)
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Lesson 5 Human Diversity

- Topic 1 Human Variation
 - Topic 2 Recent Microevolution in Human Populations
 - Topic 3 Human Adaption
 - Topic 4 Impact of Agriculture and Civilization
-