Welcome to Human Biological Variation! We are looking forward to working with you this term! I want to start by acknowledging the extraordinary and challenging time this past year has been. I recognize that there are a number of ways you may be impacted by any number of events on going in our society right now, whether that is related to extreme weather, wildfires, or any of the many ways COVID-19 might be impacting you or your loved ones. One of my aims in this course is to help you succeed at YOUR aims, to help you learn and do well in the class. To support you this term, I designed this syllabus to provide detailed information about all aspects of the course, to best help you to plan your schedule and enable you reach out for help as needed. Please know that I am committed to our course and to your learning experience. I’ll start by making sure you know how to connect with us this term as needed to access our support.

We are here to help! How to communicate with us this term: I will do my best to help keep you on track through regular announcements and materials posted on Canvas. Please be sure to adjust your settings so that you receive notifications and receive these messages and content. I encourage you to reach out to us with any questions you may have. But you can also feel free to come and chat with us about any number of things related to the course, your academic interests and aims, approaches to studying, anything on your mind that could be helpful to discuss with us! Here are two main ways you can communicate with us in addition to sending an email.

Option 1: Connect with us during our weekly scheduled “Student hours.” The hours are YOUR time and we will be available online for “walk in” real time meetings using Zoom or chat. Just click the links on Canvas and we will let you in. You do not need an appointment but can make one if our scheduled hours do not work for you. Feel free to meet with us about anything you would like to discuss that can help you in your courses!

Option 2: Post your questions and replies to the course “Question Forum,” on Canvas. Please note that we may not answer questions after 5pm or on weekends. Before you post a question, please be sure to review this syllabus as well as previous posts to see if your question has already been answered!

Extended Course Description: Broadly speaking, this course covers a number of timely topics that will be helpful to you in your understanding and critical engagement in today’s world. Broad topics include genetic and biological structure of human populations; population dynamics and causes of diversity; analysis of genetically differentiated human populations and their geographic distribution. This course satisfies a science group as well will examine key issues related to human biological variation with a focus on human adaptation and adaptability, as well as genetic and phenotypic variation in contemporary human populations. In this course, we will be applying an evolutionary, biocultural framework to 1) understand population genetics and evolutionary theory that allow us to recognize evolutionary change and detect recent selection in human populations, 2) address how adaptation to various ecological challenges (e.g., temperature, solar radiation, altitude) promote human biological diversity and how recent cultural changes (e.g., agriculture) shape variation and health, and 3) examine contemporary issues related to how human variation intersects with issues of inequality, stigma, and health disparities. To explore these topics, we will apply a multidisciplinary scientific approach drawing on methods, theories, and bodies of knowledge from various scientific disciplines, including anthropology, evolutionary biology, human physiology, medicine, global health, and epidemiology. This course includes an historical overview of approaches used to classifying human biological
diversity, including discussion of the rise and fall of the concept of “race” in anthropology, and specifically engages the topic of racial differences in health. We will also focus on current topics in human biology research, including the health effects of chronic psychosocial stress and social determinants of health.

**Required Texts/Readings:** There are no texts or books for you to purchase for this course. All course readings will be posted on Canvas in weekly Modules detailed here in the course syllabus.

**Learning Objectives:** After successful completion of this course and its associated assignments (e.g., discussion board posts, assignments, and exams), students will be able to:

- Describe the history of the concept of “race” in biological anthropology & explain why it does not accurately reflect human biological variation.
- Convey an understanding of race instead as a sociocultural phenomenon that does have biological consequences (e.g., impacts on health due to social inequalities and racism.)
- Describe the pattern of global human genetic variation and how genomics provides us with the ability to document evolutionary change and detect recent selection in human populations.
- Explain how environmental stressors including temperature, solar radiation, and hypoxia can shape contemporary human biological variation.
- Articulate the links between experiences of psychosocial stress and disease risk, including the specific factors that influence how stress “gets under the skin” and becomes embodied.
- Recognize the impact of social stratification and inequality on variation in health and how a political economy approach can help us to understand this.

**Course Format & Assignments (see Course Calendar below)**

**Using Canvas & Practicing Good “Netiquette:”** This course is designed as an asynchronous online course, meaning that you will complete all components of the course online through the Canvas learning site. This site will allow you to complete academic work in a flexible manner on your computer. Please take some time to explore the Canvas site – review the Modules under the navigation sidebar on the left side of the screen. There you will find the materials for the course organized by week. You will find the syllabus, narrated PowerPoint lectures, all assigned videos & readings, all worksheets, assignments, and instructions as well as access to discussion boards. Please review the document on Netiquette as this is extremely important for this course. We are available to guide you through this course and you should expect to spend between 6-10 hours per week for a successful outcome; this would provide the time needed to complete readings, contribute discussion posts, and complete lab, video, and other class activities and assignments. **There is no in-person component to this course, though I invite you to meet with us as detailed above during our student hours or by appointment. You do not need to have any formal questions to just reach out!**

**Respect for Diversity**

You can expect to be treated with respect in this course. Students as well as instructors enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability, and other visible and non-visible differences belong in and contribute to this class. All students are expected to contribute to respectful, welcoming, and inclusive environment for every other member of the class. Class rosters are provided to instructors with students’ legal names. However, please let us know if the name and/or pronoun we have for you is not accurate. It is important to us that we address you properly!

**Take a Self-Guided Tour Through Our Course Canvas Site!**

**Guidelines and Resources:** Please review all documents in the Module titled, “Assignment Guidelines and Resources for Online Learning.” This first section includes guidelines and resources to help you succeed in this online class.
Please review each of these materials as they provide guidance and likely answer many of the questions you may have, especially if you are new to online/remote learning. These include important regulations and guidelines concerning Netiquette. As a course which incorporates discussions, Netiquette is extremely important. Please review this regularly and be thoughtful of the guidelines when you are participating in the required course discussions.

**Syllabus & Weekly Schedule/Modules:** Each week is organized into modules which include a set of subsections to keep you organized and on track. You will find the course syllabus in the Week 1 module. Each week includes an overview video and document explaining the assignments due that week in addition to the following: Lectures, Readings (required and supplemental), Assignments and Activities, and PDF versions of Lectures. In the Assignments and Activities subsection, you will find all that you need to complete assigned discussion posts, video & podcast assignments and worksheets, quizzes and activity/lab worksheets. You will also compete the midterm and final exams through the course Canvas site. You will find a detailed calendar of the weekly assignments and due dates at the end of this document.

**Required Readings:** It will be important that you complete the required readings each week in order to succeed in this course. Instead of purchasing a textbook for this course, you will find the articles and book chapters on Canvas filed in the Readings section for the week they are assigned. These will also include links to websites with content you may be assigned to read & explore. You will be expected to draw on these readings & websites when you are contributing to the discussion board; they will greatly enhance your grasp of the course material and lecture content and help you to prepare for your exams. Your midterm and final exams will include questions drawn from these readings and you are strongly encouraged to read each week and to not wait until you are studying for exams.

**Narrated Lectures:** Each week, you will be required to watch narrated PowerPoint presentations. Although these are recorded as full lectures (ranging 20-45 minutes), you are welcome to watch these in short segments by using “Pause” or noting a time stamp and coming back to the lecture as needed. Take advantage of this benefit of online learning in order to maximize your ability to be attentive to the lecture. You can find these in the Lectures section in each weekly module. These are posted using OneDrive; all UO students are given free access to One Drive. Detailed instructions on how to access OneDrive are posted in the “Week 1” Module and the “Resources for online learning” Module.

In order to view the lectures, you can either stream or download these files. I recommend you download these when you have solid WIFI access so that you can then watch them at any time rather than streaming. Each video will take approximately 120-300mb and you could delete these after viewing and access again via Canvas as needed or save them to your own OneDrive storage if you are worried about memory. These lectures will provide an overview of the key topics and ideas for the week and incorporate information from the readings to enhance your understanding of this material. PDF versions of the slides are available to facilitate your note taking and studying but as these PDF’s due not include the verbal lecture. Therefore they cannot be substituted for lecture as they do not include all of the content you might need to study - be sure to view the lectures each week.

**Discussion Board Posts (20% of your grade) (usually due on Wednesdays & Fridays during week assigned):** You will be participating in assigned and graded Group Discussions 4x this term where you will get to engage with other students enrolled in this class. You will be placed into smaller groups with between 15-25 other students and you will participate in the same group throughout the term so that you can get to know one another. This interactive assignment is a substantial portion of your grade as it requires you to read and engage with class content in written form while also applying what you have learned to respond to your peer’s insights. On designated weeks (see schedule below), you will be provided with a discussion prompt based on the content from lecture and assigned readings. These weekly discussions will provide an opportunity to interact directly with your peers in the class and for you to demonstrate that you have completed the readings and are critically engaging with the material.
In the weeks preceding exams, the discussion board can serve as an "online study group" for you to prepare for the upcoming tests in dialogue with your peers in the class. In general, I encourage everyone to use the discussion board as a space to ask questions and receive feedback from other students. Your weekly participation on the discussion boards will be graded. A grading rubric to guide you in understanding how we will be assessing your posts is posted in the Assignment Guidelines Module and the last page of this syllabus. You will be able to see where you earn or lose points through this rubric in Canvas. Discussion participation includes critical response posts and peer response posts which combined are worth 20% of your grade.

- **Details: Posting Critical Responses to the Discussion Board:** You will be assigned topics/questions to focus your 2-3 paragraph critical response posts which will be due by 11:59PM PST on the Wednesday of the week they are assigned unless otherwise noted in the calendar. For these posts, you are expected to draw on the required readings and lectures to support your critical response. You may also draw on additional outside reputable (e.g. peer reviewed journals) sources to justify your response. You are expected to use in-text citation-style to reference the sources that you draw on - *no works cited page is necessary* for discussion posts. You may use whatever citation style you prefer but I recommend APA for ease as detailed in these examples below.

**Examples of APA in-text citation style:**
- E.g. “As Stinson et al. (2012) suggests in the article we read this week…”
- E.g. If you are wanting to describe/interpret the work of a single author (without naming the author in your description) you would write the sentence followed by (DuBois 2012).
- If the paper had 3+ authors, you would instead use this format at the end of the sentence (DuBois et al. 2017).
- If there are only 2 authors – you cite both with the year (DuBois & Anderson 2018)

- **Details: Posting Responses to Peer’s comments:** You are also required to respond to at least one posting from another student by 11:59PM on Friday of that same week unless otherwise noted on the syllabus calendar. Your post should respond (constructively) to a post made by a peer during the first discussion on Wednesday of that week unless otherwise noted in the calendar. Please review the netiquette document provided and be thoughtful as you write your (~1-2 short paragraph) clear and well-composed response. The goal of your response is to interact in order to expand your classmates' knowledge and understanding of the key topics in the course. If appropriate, these responses should include in-text citations as outlined above. Please provide thoughtful and constructive comments for your fellow students and be respectful of their opinions. Poor behavior will reflect negatively on your grade. Late assignments will not be accepted for a grade.

**Lab Activity, Podcast & Video Worksheets (Due Sundays on week they are assigned)**
During most weeks, you will complete a worksheet based on a lab activity or podcast or video-based assignment that focuses on the key topics for that week. These assignments will provide an opportunity for you to acquire hands-on and interactive experiences with the course material. These assignments will include a worksheet that must be submitted by 11:59PM PST on Sunday of the week they are due unless otherwise noted on the syllabus calendar. Late assignments will be deducted one point for each day the assignment is late. You will complete 4 activity worksheets which will contribute to 20% your grade and 3 video and podcast assignments (which include 2 video worksheets and a short video quiz) which will contribute to 15% of your grade.

**Midterm and Final Exams**
The midterm and final exam will be taken through the course Canvas site. The exams will be based on lectures, readings, discussions, videos, and lab activities. They will include multiple choice and short answer (2-3 sentences) questions. The midterm is worth 20% and final exam is worth 25% of your grade. The midterm exam is scheduled for Weeks FIVE. The final exam is scheduled for
Finals Week. These will be timed exams and you will need to log in during these windows of time and complete the exam in one sitting. Canvas automatically varies the questions that each student receives during exams and you should complete these exams on your own. I will adjust times to support students with accommodations through the Accessible Education Center; please be in touch with me directly to confirm that I have received and made the necessary accommodation you will need. If you experience a technological glitch during your exam, don’t panic. Take a screen shot to document the error message you are receiving and then email me immediately and we can arrange to talk via phone.

**Expectations and Grading**

Grades are based on a number of components including discussion board participation, completion of lab activities/worksheets and video assignments, a midterm exam, and a final exam. Completing all of these components will help you to both learn the material and do well. Additionally, you will need to complete the required readings and review lectures in order to complete assignments and pass exams. Exams and assignments should be posted or turned in at the scheduled time unless arrangements have been made PRIOR to the due date.

**Any issues that may hinder your capacity to complete assignments on time**

The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. *I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. If issues arise or you are not able to do an assignment, please communicate with me as soon as possible and we will strive to create an alternative plan to complete required coursework.* **There is no extra credit** for this course.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>20%</td>
<td>Midterm Exam (Week 5)</td>
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<tr>
<td>25%</td>
<td>Final Exam (Finals Week)</td>
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<tr>
<td>23%</td>
<td>Discussion Board Posts:</td>
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<td></td>
<td>4 Critical Response posts &amp;</td>
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<td></td>
<td>4 Peer-Response posts</td>
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<tr>
<td>22%</td>
<td>3 Lab Exercises/Activity Worksheets</td>
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<tr>
<td>10%</td>
<td>2 Podcast/Video Assignments &amp; worksheets</td>
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Grades will be assigned as follows:

- A+ = 97% and above.
- B+ = 87-89.9%
- C+ = 77-79.9%
- D+ = 67-69.9%
- A = 93-96.9%
- B = 83-86.9%
- C = 73-76.9%
- D = 63-66.9%
- A- = 90-92.9%
- B- = 80-82.9%
- C- = 70-72.9%
- D- = 60-62.9%
- F = 59.9% and below

The grading system used is as follows:

A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.
Accessibility
Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, activities, and exams. The Accessible Education Center works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center for assistance with access or disability-related questions or concerns (541-346-1155 or uoaecc@uoregon.edu).

Mental Health, Wellness, & Basic Needs
Even without all of the current challenges, students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges. If you're facing such challenges, you don't need to handle them on your own--there's help and support you can access. Getting help is a courageous thing to do. University Counseling Services has a team of dedicated staff members to support you. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (After-Hours Support and Crisis Line is available by calling this same number). Feel free to reach out to me for other resources as well.

If you are facing difficulty affording groceries or accessing sufficient food to eat every day, and/or if you lack a safe and stable place to live, please reach out to me so that I can help connect you to supportive resources. I also urge you to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Technical Information for successful remote learning & accessing support
Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat Monday–Sunday | 6 a.m.–12 a.m at 541-346-4357 | livehelp.uoregon.edu
Issues related more specifically to the design and accessibility of the material should be directed to me so that I can address them quickly. If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.
Please sure to regularly check the email account that is linked to Canvas. Turn on notifications for announcements in Canvas as well. I will post reminders and announcements regularly to help you!

Make sure your computer is ready for this course. If you don’t have the following installed on your computer, make sure you do as soon as possible.

- Browsers: Chrome (recommended), Safari, or Firefox
- Microsoft Office Suite software or a compatible word-processing suite
- Adobe® Reader® software (available as a free download at http://get.adobe.com/reader/)
- QuickTime player, VLC, or any other free video player download

Academic Integrity for Remote Learning
Academic honesty is essential for each student’s intellectual development. As a student who enrolls in this course, you agree to acknowledge the research and ideas of others in your work and to abide by those rules for exams, discussion posts, and all assignments. For this course, this means following the citation requirements as listed on the syllabus (APA style citation or any citation style that you are most familiar with – just be consistent). By citing your sources properly and writing your own comments and answers, you avoid plagiarism. Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source:

- Wholesale copying of passages from works of others into an assignment, paper, discussion board
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person’s phraseology, metaphor, or other literary device without acknowledgment
For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out http://researchguides.uoregon.edu/citing-plagiarism/plagiarism

Additionally, I will be monitoring all work for evidence of plagiarism. Software is now available that can scan a paper or paragraph and compare it to hundreds of sources on the Internet to analyze the degree of its originality. In cases in which plagiarism is observed, it is my responsibility to take appropriate action. Please, for your protection and development, cite your sources properly and do not plagiarize. You can find proper use and examples of the APA citation method at the University of Oregon library website: http://researchguides.uoregon.edu/citing-plagiarism

University COVID Policies

Academic Disruption
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face and are scheduled to, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

COVID Containment Plan for Classes
As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves prevention, containment, and support. Here is information critical to how the UO is responding to COVID-19.

- **Prevention**: To prevent/reduce the spread of COVID-19 in classrooms/on campus, all students/employees must:
  - Comply with vaccination policy
  - Wear face coverings in all indoor spaces on UO campus
  - Complete weekly testing if not fully vaccinated or exempted
  - Wash hands frequently and practice social distancing when possible
  - Complete daily self-checks
  - Stay home/do not come to campus if feeling symptomatic
  - Complete the UO COVID-19 case and contact reporting form if you test positive or have been in close contact with a confirmed or presumptive case.

- **Containment**: If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  - **Vaccinated and Asymptomatic students**: Quarantine not required, but daily self-monitoring before coming on campus is advised; sign up for testing through MAP 3-5 days after exposure if advised you are a contact.”
  - **Unvaccinated or partially vaccinated students**: 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through MAP, if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  - **Symptomatic students**: stay home (do not come to class/campus), complete the online case and contact form, and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.
  - Students identified as a close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

- **Support**: The following resources are available to you as a student.
  - University Health Services or call (541) 346-2770
  - University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
  - MAP Covid-19 Testing
  - Corona Corps or call (541) 346-2292
• **Academic Advising** or call (541) 346-3211

• **Dean of Students** or call (541)-346-3216

**Good Classroom Citizenship**

- Wear your **mask** and make sure it fits you well
- **Stay home** if you’re sick
- **Get to know your neighbors** in class, and let them know if you test positive
- **Get tested** regularly
- Watch for **signs and symptoms** with the daily symptom self-check
- **Wash your hands** frequently or use hand sanitizer

Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Required Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><em>Topic: Human Evolutionary &amp; Population Genetics</em></td>
<td>1) 3 Required Readings (listed in priority order)</td>
<td>1) Stinson et al. 2012 *(19 pages = important)</td>
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<tr>
<td>(Starts Sept 27th)</td>
<td>1) Setting the Stage: Course Overview &amp; Human Evolutionary Biology</td>
<td>2) 1 Narrated Lecture</td>
<td>2) Gibbons 2010 (5 pgs)</td>
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<td></td>
<td>2) Short Podcast and Worksheet: Are Humans Still Evolving?</td>
<td>3) Discussion Board: I</td>
<td>3) Tyson 2009 (2 pgs)</td>
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<td></td>
<td><em>Introduce yourselves in your discussion groups and complete a short poll re: your ability to access the course.</em></td>
<td>4) Please review this syllabus &amp; Canvas.</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><em>Topic: Human Evolutionary Biology Today &amp; Genetic Variation</em></td>
<td>1) 3 Required Readings</td>
<td></td>
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<tr>
<td>(Starts Oct 4th)</td>
<td>1) Modes of Human Adaptation</td>
<td>2) 2 Narrated Lectures</td>
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<td></td>
<td>2) Human Genetic Variation</td>
<td>3) Discussion Board Posts:</td>
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<td></td>
<td>*Discussion Post #1 DUE</td>
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<td></td>
<td>*Wednesday by 11:59PM PST</td>
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<td>*Peer Response Post #2: Respond to a peer’s comment by 11:59PM PST on Friday</td>
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<td>4) Podcast (15 min) &amp; Worksheet:</td>
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<td>*Complete reading &amp; podcast worksheet by 11:59PM PST Sunday</td>
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<td><em>Start early to budget extra time to conduct 2 interviews this week</em></td>
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<td><strong>Week Three</strong></td>
<td><em>Topic: Human Evolutionary &amp; Population Genetics</em></td>
<td>2) 2 Required Readings</td>
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<tr>
<td>(Starts Oct 11th)</td>
<td>1) Population Genetics &amp; Forces of Evolution</td>
<td>3) 2 Narrated Lectures</td>
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<td></td>
<td><em>Topic: Understandings of Race</em></td>
<td>4) Lab Activity: <em>Understanding Race</em></td>
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<td></td>
<td>2) Historical Perspectives on Human Variation: The Rise and Fall of the Race Concept</td>
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<tr>
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<td></td>
<td>*Upload lab worksheet by 11:59PM PST on Sunday</td>
<td>1) Relethford &amp; Harding 2001 <em>(6pg: important background)</em></td>
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<td></td>
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<td>2) Mielke et al. 2011 <em>(21pg: with lecture 2)</em></td>
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<td>3) Supplemental: Ousley et al. 2009 Forensics &amp; the concept of race</td>
</tr>
</tbody>
</table>
| Week Four  (Starts Oct 18th) | **Topic: Understandings of Race**  
1) Genetics and the Concept of Race  
2) Race as a Sociocultural Phenomenon | **1) 2 Required Readings**  
2) 1 Narrated Lecture, 1 Podcast  
3) Discussion Board Posts:  
   • Discussion Post DUE by 11:59PM PST on Wednesday  
   Peer Response Post #2: Respond to a peer’s comment by 11:59PM PST on Friday | 1) Gravlee 2009  
2) Madrigal & Barbujani 2007  
3) Podcast Speaking of Race: Genetics, Ancestry & Race |
| Week Five  (Starts Oct 25th) | **Topic: Midterm Exam**  
1) Discussion Board Midterm prep/peer review  
2) Midterm Exam | **Discussion Board for Midterm Review with Peers**  
First post by 11:59PM PST on Monday  
   • Respond to at least one posting from another student by 11:59PM PST on Wednesday  
**Midterm Exam:**  
• Exam will be available 12am PST on Thursday, thru 11:59PM PST Friday Week 5 | No required readings this week – Study and take the midterm exam! |
| Week Six  (Starts Nov 1st) | **Topic: Biocultural interactions, human variation and health**  
1) Human Biology of Stress, Allostatic Load, & Impacts on Health | **1) Required Readings**  
2) 1 Narrated Lectures  
3) Video Exercise: Stress - Portrait of a Killer  
Upload video question worksheet by 11:59PM PST on Sunday, Week 6. | 1) Ice & James 2012  
2) Seeman et al. 2004  
3) TBA  
| Week Seven  (Starts Nov 8th) | **Topic: Biocultural interactions, human variation and health**  
1) Social Determinants of Health. Inequality & Health.  
2) Biocultural approaches to human gender/sex. | **1) Required Readings**  
2) 2 Narrated Lecture  
   *No discussion Due. No worksheet due this week. Catch up on readings and other materials!* | 3) Sobo 2013  
4) Gravlee 2020 Racism & COVID 19 (6pgs)  
5) Gibb et al. 2020 Sexual & Gender Minority Health & COVID 19 (4 pgs) or TBA  
6) TBA |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic: Environmental Adaptations (AKA Humans are amazing)</th>
<th>Week</th>
<th>Topic: Environmental Adaptations</th>
<th>Week</th>
<th>Topic: Environmental Adaptations</th>
<th>Finals Week</th>
<th>2) 1) Final Exam</th>
<th>1) Final Exam</th>
</tr>
</thead>
</table>
## Grading Rubric for Discussion Board Posts

<table>
<thead>
<tr>
<th></th>
<th>1-5 available for Writing Comprehensibility</th>
<th>1-5 available for Language, Grammar and Netiquette</th>
<th>1-5 available for Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Clear writing responding to prompt. Includes all parts of the prompt.</td>
<td>Few or no significant grammatical or spelling errors. No “text speak”. Consistent evidence of netiquette including respectful and appropriate language.</td>
<td>Minimal direct quoting of course material, but excellent synthesis showing understanding and inclusion of course material.</td>
</tr>
<tr>
<td>4</td>
<td>Mostly clear writing responding to prompt. Includes all parts of the prompt.</td>
<td>Some minor errors, but does not impede written responses</td>
<td>Minimal regurgitation of read material, some evidence of external learning. Inclusion of course material</td>
</tr>
<tr>
<td>3</td>
<td>Generally clear but some challenges to understand parts. Some portions of prompt may be missing.</td>
<td>Consistent errors, overuse of colloquialisms, poor word choices, impedes responses</td>
<td>Moderate repetition of posts and ideas, and recitation. Moderate evidence of the use of materials or ideas outside of class. Minor inclusion/ref. of course material.</td>
</tr>
<tr>
<td>2</td>
<td>Significant parts are incomprehensible &amp; parts of assignment are missing</td>
<td>Frequent errors, poor word choices, minor cultural awareness and sensitivity</td>
<td>Mostly repetition of posts and ideas, and recitation. Minimal evidence of the use of any materials or ideas outside of class. Minimal connection to course material.</td>
</tr>
<tr>
<td>1</td>
<td>Completely incomprehensible didn’t respond to prompts accurately</td>
<td>Significant grammatical and/or spelling errors. Includes “text speak”. Lack of netiquette (E.g. disrespectful and/or inappropriate language).</td>
<td>Only repetition and direct quoting of course material without synthesis or interpretation. Or no use of course material at all.</td>
</tr>
</tbody>
</table>

### Appropriateness of citation

<table>
<thead>
<tr>
<th></th>
<th>5 - Cited correctly throughout – in text or descriptively. Citation formatting is consistent. Completed both parts of the assignment; completed the 1st post responding to the prompt and at least 1 other post interacting with a peer in accordance with assignment details.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - Some citations are missing; formatting is not consistent. 3 points are deducted if you did not complete the assignment and respond to a peer.</td>
</tr>
<tr>
<td></td>
<td>0 - Failure to cite properly</td>
</tr>
</tbody>
</table>
University COVID Policies

Academic Disruption
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face and are scheduled to, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

COVID Containment Plan for Classes
As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves prevention, containment, and support. Here is information critical to how the UO is responding to COVID-19.

- **Prevention**: To prevent/reduce the spread of COVID-19 in classrooms/on campus, all students/employees must:
  - Comply with [vaccination policy](#)
  - Wear face coverings in all indoor spaces on UO campus
  - Complete weekly testing if not fully vaccinated or exempted
  - Wash hands frequently and practice social distancing when possible
  - Complete daily self-checks
  - Stay home/do not come to campus if feeling [symptomatic](#)
  - Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

- **Containment**: If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  - **Vaccinated and Asymptomatic students**: Quarantine not required, but daily self-monitoring before coming on campus is advised; sign up for testing through MAP 3-5 days after exposure if advised you are a contact.”
  - **Unvaccinated or partially vaccinated students**: 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through MAP, if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  - **Symptomatic students**: stay home (do not come to class/campus), complete the online case and contact form, and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

- **Support**: The following resources are available to you as a student.
  - University Health Services or call (541) 346-2770
  - University Counseling Center or call (541) 346-3277 or (541) 346-3227 (after hrs.)
  - MAP Covid-19 Testing
  - Corona Corps or call (541) 346-2292
  - Academic Advising or call (541) 346-3211
  - Dean of Students or call (541)-346-3216

**Good Classroom Citizenship**

- Wear your mask and make sure it fits you well
- Stay home if you’re sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer

Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.