

Syllabus for Anthropology 2230

Welcome to Anthropology 2230: Biological Anthropology!

MY NAME IS MARC KISSEL and I'm excited to work with all of you in this class over the next few months. The goal of this class is to teach us to think deeply on what it means to be human from both a biological and cultural perspective.

This class is designed to provide you with the tools & techniques necessary to evaluate, engage, and debate ideas of human history and behavior. Some concepts are complex and I encourage you to stop and think about them. And feel free to ask me at any time what the relevance to the class themes/objectives are.

This class is a collaboration between all of us. You bring a unique and important perspective to the materials that I don't have. Please share your voice and your thoughts with the class. I hope you actively participate in this course. It is one of the best ways to engage you in thinking about the material.

I am committed to the principle of universal learning. This means that our classroom and interactions should be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

Accommodations

WE ALL NEED ACCOMMODATIONS to help us learn. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible and we'll develop strategies to meet your needs. It is never too late to request accommodation in this class, but let me know as soon as possible.

if you have any kind of disability, whether apparent or non-apparent, and you need accommodations or alternatives to lectures, assignments, or project, please feel free to contact me to discuss accommodations for your access needs. I welcome suggestions about the format of readings and class discussions that will help make this class accessible to all

I also encourage you to visit the Office of Disability Services (828-262-3056 or <http://ods.appstate.edu>). If you need official accommodations, you have a right to have these met. **It is the floor, rather than the ceiling, of what you should expect.**

*People**Dr. Marc Kissel*

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I see my role in the class as to excite your understanding of anthropology, promote a critical learning environment, and craft an environment that helps students learn to ask questions.

Hunter Atkinson

Email atkinsonh1@appstate.edu

Hunter's role is to help the class run smoothly. If you have any questions about the class feel free to ask her!

Course goals

- Understand the causes & the consequences of human evolution
- Be familiar with where humans fit in the natural world
- Discover how the interaction between genes & the environment works
- Understand how genetic data informs on human history
- Learn how fossil evidence can be used to understand the lifeways of ancient peoples

What are **your** course goals? Think about what you would like to get out of this class

*Course Info**Title IX Protection*

Gender discrimination, sexual violence, and relationship violence are counter to the values of AppState. I want to ensure every person is provided support, information, and resources to address any misconduct and prevent its recurrence.

If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, I encourage you to report that behavior. However, please know that if you report to a faculty member such as myself or to most university

employees, they must notify the Title IX Coordinator about the basic facts of the incident.

Course Materials

There is no textbook for this class.

However, there are a lot of assigned readings, all of which can be found on AsULearn. The readings for this class are not easy & might differ from what you are used to. If you have any trouble with the articles, bring them up in class. Chances are you are not the only one who is wondering the same thing!

I choose these readings since I think they are interesting and relevant. I may not agree with all of them but I think they each have value. Most class days will start with having you think about the readings. If you haven't done the reading that is a great time to partner up with someone who has.

But if you would like a recommendation for a textbook please let me know

Jennifer Raff has written a good primer on reading science papers, which you can find here

Attendance & late work

If you need to miss class for health reasons (physical or mental) I understand. We all have days when we feel overwhelmed.

You do not need to tell me why you missed class but if something happens that affects your success in the class feel free to reach out to me if you want to discuss it. I also encourage you to turn in work even if it is late.

The short answer to how many classes you can miss is as many as you need and as few as you possibly can.

If there is a death in the family or other event please know that you have my sympathies. I won't ask for proof (When I have had traumatic events no one ever asked me for proof). Rather I will just let you know I am there for you. If you need help let the Dean of Students know, as they can help in many ways.

I understand how difficult these times are. Please contact me as soon as possible and I will be happy to discuss the best way to makeup coursework

It helps to remember that we tend to compare our personal backstory to everyone else's highlight reel.

Student Hours

These are times that you can come and chat about class topics of other issues of interest to you. If you feel lost or have any questions this is a great time to stop by.

Or if you are interested in learning more about biological anthropology and related fields feel free to swing by. If you can't meet me at the posted times send me an email and we can work something out.

Student Hours:

Tuesday & Thursday 10-12

Wednesday: 10-11

or by appt. use <https://calendly.com/marckissel> to setup a meeting

Technology in the classroom

Cellphones, computers, tablets, and other devices are wonderful ways in which to take notes and engage in the class. Provided you do not disrupt classmates & continue to participate in class activities, you are welcome to make your own choices regarding laptop and cell phone use.

Academic Integrity

My general teaching philosophy is that I start by trusting students. And I ask that you trust me.

For information on the universities policies see the Academic Integrity website: (<https://academicintegrity.appstate.edu/>)

*Course policies**Class content*

This course can involve the use of explicit language and examples of gender and race based violence, and other forms of abuse. Participating may remind you of experiences that you, a friend, or family member may have gone through. If you need support and/or would like to talk to someone about these issues please contact the Counseling Center by phone (828) 262-3180 or go to first floor of the Miles Annas Student Support Building, by the corner of College and Howard Streets. I'd be happy to assist you in accessing any help you need or talking in person.

Discrimination

I am committed to promoting a campus climate that understands and respects the needs of a diverse student body. No discrimination of any kind will be tolerated. Please let me know as soon as possible if you feel that you have been treated unjustly. I will listen to your concerns, evaluate the situation, and take appropriate action to address the problem.

Professionalism

As partners in learning, we each have responsibilities for every class period. I will model expected behavior and refrain from inappropriate activities. Your professionalism may be maintained by refraining from inappropriate actions, including texting during discussions.

Food insecurity & basic needs

If you have difficulty affording groceries or lack a safe and stable place to live I urge you to contact the Dean of Students.

See <https://sustain.appstate.edu/initiatives/food-pantry/> for more info

The ASU Food Pantry & Free Store is a free resource w/ pantry and personal care items, located in the Office of Sustainability on the bottom floor of East Hall. Furthermore, please notify me if you are comfortable in doing so as I may be able to provide resources as well.

Diversity and inclusion

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with marginalized populations. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records and let me know if I fail to address you properly

Projects

Please see the course handouts for details on these projects

Labs & group work

Working hands-on with course material to build information, labs, infographics, etc to learn about BioAnth

Quizzes

A handful of in-class quizzes used to assess learning

Essay responses

4 essay questions throughout the semester. Will be shared for peer-comments. Then pick one and resubmit based on comments

Reading response

For each course reading answer the questions provided. We will collect them at the end of the class and provide feedback.

UnEssay

You choose your own topic and present it how you please (written word, illustrations, music, video, etc.)

Personal Assessment

Done 3 times during the semester. Will use self-guided form to see how you feel about your work in the class

Final assessment

THIS COURSE IS ABOUT QUALITATIVE rather than quantitative assessment. In other words, we focus on learning rather than memorizing. You will get feedback (from both me and fellow students) throughout the semester but I won't be putting a grade on any assignments. At the end of the class we will meet to talk about what you got out of the class.

You will be collaborating with peers on many of the assignments for this course. If you have questions about the various ways collaboration can work, feel free to chat with me at any point.

But what is my grade?

SADLY, MOST OF US have been conditioned to be worker-learners who are trained to memorize facts, hold back what we really think, and avoid taking risks for fear that it will hurt our grade. Learning has been replaced by the ideas of 'achievement.' We thus value grades over true, real learning. This class is an experiment in actual learning. There are no tests planned.

Rather I strive to avoid busy work and turn the classroom into a place of active learning, whether through lecturing, discussing, or reading. However, this does not mean there is no work.

AT THE END OF THE SEMESTER, you will tell me what grade you think you deserve in the class. You can use the labs, quizzes, reading prompts, and essays to help you assess your own learning. However, I reserve the right to be the final arbiter of your grade.

If at any time you are concerned about your progress please let me know and we will set up a time to talk.

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Based on student feedback we will have in-class quizzes that you can use to help assess your own learning. You can use these to help guide your work in the class