

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

Peopling of the World ASM 301 Online 2021 Spring B

Instructor & Teaching Assistant Information:

Course Instructor: Dr. Anne Stone

Email: acstone@asu.edu

Office Hours see on canvas

Teaching Assistants: TBA

Email:

Office Hours: see on canvas

General Course Information:

Pre-requisites: ASM 104 with a grade of D or better

Required Text & Readings:

Required text: Relethford, JH and Bolnick DA (2018) Reflections of Our Past. 2nd Edition, Routledge Press

Additional Reading: Additional reading will be placed on online on Canvas. These readings will provide additional information about topics covered in class and some may be required for particular homework assignments.

Course Description:

This course will examine the patterns and causes of human biological diversity in the world. The origin and dispersal of all major human populations will be discussed. Past and present research into the subject will be reviewed, including debates about the origin of modern human variation, the meaning of "race", human adaptation, and the biological, archaeological and linguistic evidence for the colonization and settlement of the world.

Course Format:

This is an accelerated version of an in-person lecture course, with one learning Module assigned per week. Each week, you will be asked to complete the required readings and lectures, submit a homework assignment, and take an end-of-module exam. You will need to budget your time around participating in this course. Due to the accelerated nature of this course, we will NOT be accepting any late homework or exam submissions or granting any early exams.

Course Schedule & Grading:

Course Schedule:

Module materials will be released each Sunday at 12:01am AZ time, and the Module exam and homework will be due the following Saturday at 11:59pm AZ time. Exceptions to this are Module 1, which will be released on the first day of classes (Monday, March 12), and Module 7, which will be due on the last day of classes (Friday, April 27).

Homework assignments will be available for the entire week, and you will have two days to complete exams (released at 12:01am AZ time the day before the deadline). Once you begin an exam, you are required to complete it within the time provided (1 hour), so please budget your time accordingly.

For more information on the course schedule please see the posted Course Schedule on Blackboard. We will also send out a Blackboard announcement & email to remind you when materials become available, and shortly before they are due.

Grading Policies:

Each week you will have one homework assignment and one exam to complete per Module. Final grades for the course will be assigned based on the seven module exams (50%) and seven homework assignments (50%), meaning each assignment/exam will contribute ~7.15% to your overall grade.

Exams (7 total, contributing to 50% of overall grade)

- Exams will include matching, multiple choice, and short answer/essay questions.
- The exams are not cumulative.
- There will be NO make-up exams and NO early exams.
- Homework assignments will be turned in via SafeAssign on Blackboard. Late assignments will not be accepted.
- THERE IS NO EXTRA CREDIT.

For your own protection, you should keep a copy of everything you turn in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Final Grades

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](http://students.asu.edu/forms/incomplete-grade-request) (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignments

Please contact Dr. Stone via email if you need an extension. Generally, it is best to keep up with the assignments and quizzes since this course moves quickly, but it is an unusual year, and thus reasonable exceptions will be made.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Contacting Your Instructors / Online Communications:

When to contact instructors:

For this online course, you have several options for contacting your course instructor and TAs: Discussion Boards, via email, and in virtual office hours. Your instructors and TAs will typically read and post responses to all class-related discussion posts and e-mail messages daily, or as quickly as possible, during business hours (8am-5pm, M-F).

Before posting or emailing, please check the course syllabus, announcements, and discussion boards to make sure your question hasn't already been answered.

Discussion Boards:

We have two Blackboard discussion boards set up for this course:

"In The News" is for students to share recent science news articles on topics that may be relevant to this course, particularly if you have any questions about the research being described.

The "Technical Help" discussion board is for general questions relating to the course, including questions about the general format, accessing course materials, or technical issues with Blackboard.

Your instructor and TAs will be monitoring these forums to respond to any questions. Students are also encouraged to respond to each other. When engaging with your classmates, please be polite and respectful at all times – your instructor reserves the right to delete any discussion posts that are deemed inappropriate.

Email Communication:

Email communication is most appropriate if you have specific questions about the course content, including questions about your grade. You are welcome to email any of your instructors or TAs. Please include “ASM 301” in the subject line of your email, and send emails from your ASU email account. Remember that all e-mails to instructors should be considered “professional correspondence.” Email messages should be professional and courteous in tone and content. Monitor your language, check your spelling and grammar, and strive to conform to all standards of professional discourse.

Virtual Office Hours:

Virtual office hours are similar to email, in that they are most appropriate for specific questions about the course content, including questions about your grade. Virtual office hours will be posted on Blackboard, and you may also email your instructor/TAs about arranging “office hours” outside of these scheduled hours.

ASU Course Policies:

Drop and Add Dates/Withdrawals

This course follows an accelerated schedule and therefore there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Student Conduct

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process [per Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and

assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

Tutoring: <http://studentsuccess.asu.edu/node/24>

Learning Support Services: <http://www.asu.edu/studentaffairs/lss/>

Counseling Services: <http://students.asu.edu/counseling>

Financial Aid: <http://students.asu.edu/financialaid>

Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>

Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>

Career Services: <http://students.asu.edu/career>

Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Tips for Online Learning success: <https://asuonline.asu.edu/newsroom/online-learning-tips>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: http://shesc.asu.edu/undergraduate_studies. Our advisors are always willing to discuss career and guidance options with you.

The course consists of seven modules and the schedule is posted at the start of each module. Here are the preliminary schedules from each module:

Module 1:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start: Monday	1.1: History of Science	20min	Relethford & Bolnick (2018): Chapter 1	Homework #1
	1.2: Classification/ Phylogenies	25 min	Relethford & Bolnick (2018): Chapter 2	
Tuesday	1.3: Prehistoric Autopsy: Lucy	34 min	Smithsonian Magazine: "Oldest Stone Tools"	
Wednesday	1.4: Intro to DNA	20 min		
	1.5: Mutations	10 min		
	1.6: Alleles	11 min		
	1.7: Chromosomes & Inheritance	26 min		
Thursday	1.8 Introduction to Physical Anthropology.	13 min		
	Dating Methods	7 min		
Friday	(review, exam prep)			
due: Saturday		60 min		Module 1 Exam

Module 2:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start: Sunday	2.1: Forces of Evolution	16 min	Relethford & Bolnick, Ch. 3	
Monday	2.2: Human and Primate Variation	11 min		
	2.3: Human Uniqueness	18 min		
Tuesday	2.4: Pre-Homo Hominins	25 min	Relethford & Bolnick, Ch. 3: 41-45	
	2.5: NOVA: Becoming Human, part 2	60 min		
Wednesday	2.6: AMHs Origins -- The Fossil Evidence	15 min	Relethford & Bolnick, Ch. 3: 45-48 Tattersall, 2009	HW #2: Homo floresiensis
Thursday	2.7: AMHs Origins -- The mtDNA Evidence	14 min	Relethford & Bolnick, Ch. 3: 48-53	
	Lice and Human Evolution	11 min		
	2.8: AMHs Origins -- Other Genetic Evidence	13 min	Relethford & Bonick, Ch. 3: 53-71	
Friday	(review, exam prep)			
due: Saturday		60 min		Module 2 Exam

Module 3:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start: Sunday	3.1: Overview: Methods for DNA Analyses	24 min	Relethford & Bolnick (2018), ch 4: 73-79	
Monday	3.2: Ancient mtDNA	15 min	Relethford & Bolnick, ch 4: 79-83	
	3.3 Other aDNA: Evidence of Admixture	15 min	Relethford & Bolnick, ch 4: 83-95 Gibbons (2010) Bustamante & Henn (2010)	
Tuesday	3.4: Legacy of Archaic Admixture	28 min		
	3.5: Decoding Neanderthals	26 min		
Wednesday	3.6: Hardy-Weinberg	20 min		HW #3: Hardy Weinberg
Thursday	3.7: El-Sidron Murder Mystery	26 min	Wong (2009)	
	3.8: Archaic Admixture & Diversity in Africa	16 min		
Friday	(review, exam prep)			
due: Saturday		60 min		Module 3 Exam

Module 4:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start:	4.1: Out of Africa	20 min	Forster, 2004	
Monday	4.2: Arrival in Oceania	20 min		
	4.3: Archaeology of Australia	35 min		
Tuesday	4.4: Calculating Population Diversity	20 min	Relethford & Bolnick (2018), ch 3: 60-71 (review)	HW #4: Calculating Diversity
Wednesday	4.5: Archaeology of Europe	30 min		
	4.6: Arrival in Europe	16 min		
Thursday	4.7: Arrival in the Americas	30 min	Relethford & Bolnick, ch 5	
Friday	(review, exam prep)			
due: Saturday		60 min		Module 4 Exam

Module 5:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start:	5.1: The Neolithic Revolution	16 min		
	5.2: The Lost City of Atlit Yam	19 min		
Monday	5.3: Agriculture in Europe	16 min	Relethford & Bolnick, ch. 6	HW #5: Archaeology & aDNA
Tuesday	5.4: The Bantu Expansion (Africa)	17 min		
Wednesday	5.5: The Peopling of Polynesia	28 min	Relethford & Bolnick, ch. 7	
Thursday	5.6: Population Structure and History	19 min	Relethford & Bolnick, ch. 8	
	5.7: Measuring Population Diversity	22 min		
Friday	(review, exam prep)			
due: Saturday		60 min		Module 5 Exam

Module 6:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start:	6.1: Review: Selection & Human Diversity	12 min		
Monday	6.2: Lactase Persistence Lactase Video	14 min 7 min	Curry (2013)	
Tuesday	6.3: Starch Digestion	11 min		
	6.4: Taste	13 min		
Wednesday	6.5: Complex Traits	14 min		
	6.6: High-Altitude Adaptation	13 min	Watson (2017)	Homework #6
Thursday	6.7: Alcohol Metabolism	13 min		
Friday	(review, exam prep)			
due: Saturday		60 min		Module 6 Exam

Module 7:

Recommended Timetable	Episode	Length	Readings	Graded Assignments
start:	7.1: Pigmentation, part 1	25 min		
Sunday	7.2: Genetics of pigmentation	17 min		
Monday	7.3: Admixture	19 min	Relethford & Bolnick: Chapter 9	
Tuesday	7.4: Ancestry Testing	9 min	Relethford & Bolnick: Chapter 10 Bolnick et al., 2007 Gates, 2010	
Wednesday	7.5: Race The Difference Between Us	37 min 12 min	AAPA Statement on Race AAA Statement on Race W. Montague Cobb biography	HW #7: Classification & Reflection
Thursday	(review, exam prep)			
due: Friday		60 min		Module 7 Exam