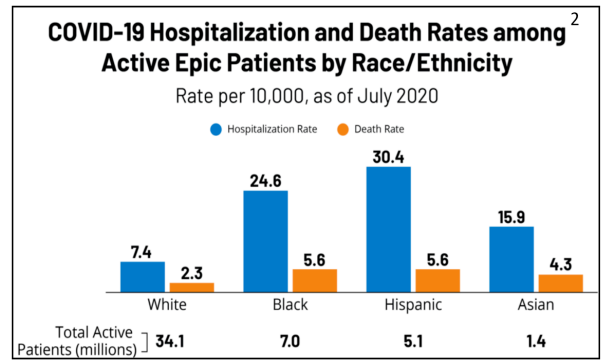




More than 30% of inmates in Canadian prisons are Indigenous. Aboriginal people make up just 5% of the country's population.¹



Anthropology 305: Human Variation and Adaptation (Fall 2021)

Professor: Dr. Warren Wilson

E-mail: wwilson@ucalgary.ca

Lecture: Tue. & Thu., 12:30-13:45-
synchronous via Zoom

Office hours by appointment

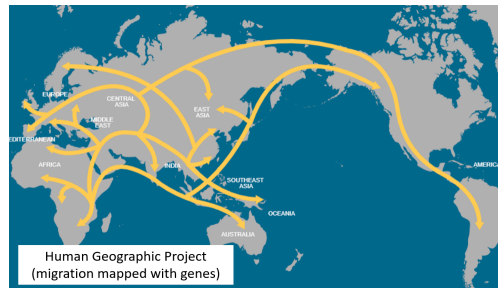
TA: Lais Pacheco

E-mail: lais.pacheco@ucalgary.ca

Office hours by appointment



Members of the bisu in Indonesia. Photo by Darren Whiteside/Reuters



Human Geographic Project (migration mapped with genes)



A Bajau diver spearfishes in Sulawesi. Photo: Melissa Ilardo

How can you get in touch with the TA or me?

1. If you have a question, it may already be answered in this syllabus, course assignment documents, course rubrics, or the discussion boards. Check there first. If not, consider posting your question on the Discussion Board for individual students. Both your TA and I will monitor the Discussion Board and attend to questions regularly.
2. If your question is specific to your personal situation, or if you need a response quickly, please feel free to [send your TA or me an email](#).
3. When writing, please write 'ANTH 305' in the 'Subject' portion of the email. In the body of your message please provide your first and last name and use proper, not text-message, grammar. By identifying the subject of your email and writing a clear message, you will help me to reply more efficiently to your emails
4. If you want to make an appointment, please indicate the times when you are available.
5. We will do our best to reply within one business day.

¹ [One third of Canada's prisoners are Indigenous...Why?](#)

² From [COVID-19 Racial Disparities in Testing, Infection, Hospitalization, and Death](#): non-whites in the US were more than twice as likely to die from COVID-19...Why?

Course Calendar Statement: Some of the major problems involved in interpreting modern and recent human diversity. Emphasis on the interaction between human cultural and biological systems and on cultural influences upon human biological diversity.

How do humans vary? Does it matter?

In *Natural History*, Roman scientific writer Pliny the Elder (AD 23/24 – 79) remarked that, although human countenance is made up of only “ten parts or a little more,” people were so fashioned that “among the many thousands no two exist who cannot be distinguished.” Pliny’s words still resonate with us in 2021 as we seek to make sense the differences between people in the face of [COVID19](#) and [protestors crying out for social justice](#). How are we to explain this rich multiplicity of human physical forms? [Anthropology](#) can assist us in our efforts to answer this question. Anthropologists investigate the nature and causes of human variation as well as those characteristics that are common to all of humanity. In this course we will consider human variation from the perspective of the anthropological sub-discipline [biological anthropology](#) which focuses specifically on human biological variation. Biological anthropologists recognize that contemporary human variation can be explained by the interaction between biology and culture. Hence, our work is informed by evolutionary theory, biology, human evolution, the study of non-human primates, and the cultural context in which we find the variation (Figure 1).

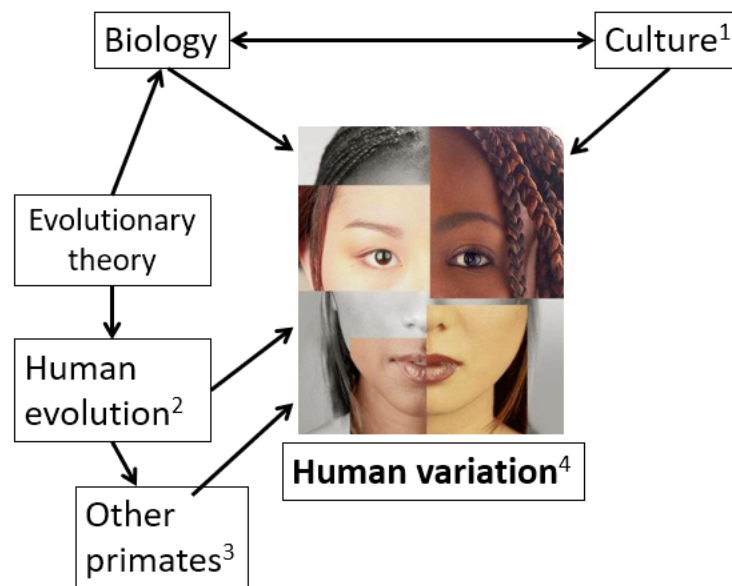


Figure 1: Variables which inform our understanding of contemporary human variation

(¹ Cultural anthropology, ² Paleoanthropology, ³ Primatology,

⁴ Human Population Biology...2-3 are subdisciplines of biological anthropology!)

Utilizing the perspective of biological anthropology, the goal of this course is to introduce you to the scientific study of human variation (Figure 2). We will begin with a consideration of the origins and impacts of the concept of race and follow this with an overview of the scientific method and the anthropological approach to the study of human variation. We will then cover the biological bases of human variation in discussions of genes in human populations, the heritability of traits, and population genetics. In the latter part of the course we will look at human variation as the outcome of adaptation to a variety of environmental challenges. This course should help you to understand the biology underlying the variation of human physical and psychic forms and to sort fact from fiction in the contentious and clouded debates over human variation.

So, does this matter? Does this material have any bearing upon your life? I wouldn't teach this if I didn't strongly believe that it does. Do not, however, take my word for it. Ask these questions every time you engage with this course. I'll be curious to hear your answer when the course wraps up!

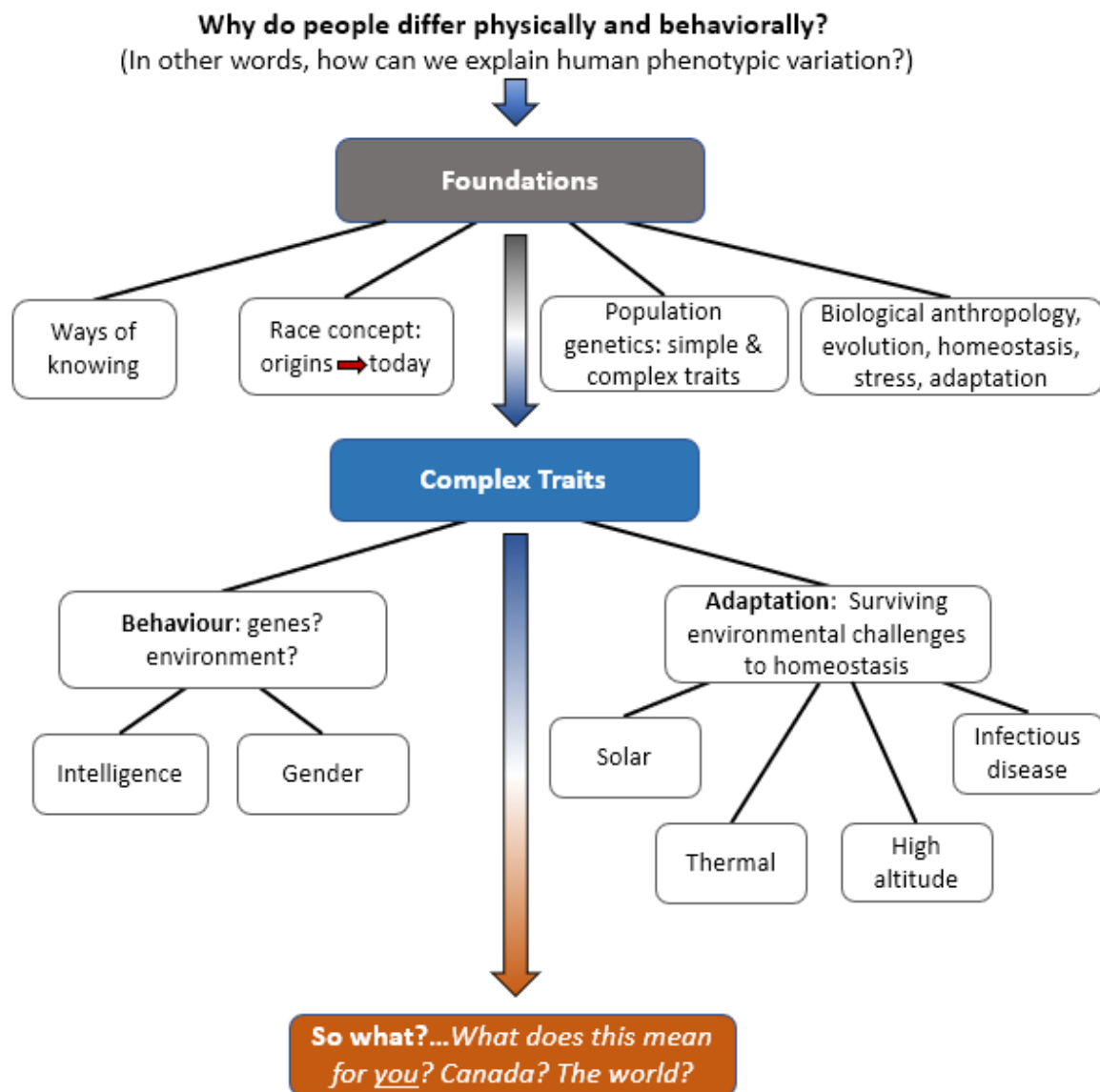


Figure 2: Course Map

Learning Objectives

Upon completion of this course, you should be able to:

1. describe the goals and methods of the social and natural sciences and the humanities,
2. describe the history and current scientific understanding of the concept of race,
3. explain how a misunderstanding of human variation played a role in eugenics & the Holocaust,
4. describe sources of human phenotypic variation, in general,
5. describe the history and current scientific understanding of intelligence testing,
6. describe anthropological perspectives on gender,
7. describe the three levels of human adaptation to stress,
8. describe how humans adapt to solar radiation, cold & heat stress, hypoxia, and infectious disease,
9. *link the knowledge obtained in this course to your everyday life and events in the news.*

Teaching Philosophy¹

In this course I do not seek to provide you with an intellectually safe space; rather I endeavor to challenge you with new ideas with which you will have to engage to reach your own, informed conclusions. Students in my classes are encouraged to speak, write, listen, challenge, and learn, without fear of censorship. The free exchange of ideas is a fundamental part of democratic society. That said, civility and mutual respect are vital to all of us, and freedom of expression does not mean the freedom to harass or threaten others. I consequently expect you to be engaged in evidence-based, rigorous debate, discussion, and even disagreement with one another and me. At times, this may challenge you and even cause discomfort. Indeed, as we will consider some of the most horrific acts of inhumanity that have arisen due to human variation, such as sexual and physical violence and assault, racism, sexism, discrimination based on sexual orientation, genocide, war, the physical and psychological abuse of children, suicide, and drug and alcohol abuse, this course should be unsettling. Our consideration of these domains is not gratuitous: a failure to understand the basis and potential for such acts puts us at risk of repeating them.

¹ For more on my teaching philosophy, please see: Delbanco, A (2012) What is college for? *Continuing Higher Education Review* 76:11-19. <https://files.eric.ed.gov/fulltext/EJ1000647.pdf>

Course Conventions

1. Modality: This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). All but two classes (Oct. 28 & Nov. 4) will be held synchronously (see 'Schedule' below). The classes on Oct. 28 and Nov. 4 will be posted on D2L and held asynchronously.

Guide to Zoom:

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect. When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

2. Prerequisites: One of Anthropology 201, Archaeology 203, or Biology 205 or 241. You must have a basic understanding of molecular genetics, the inheritance of simple (Mendelian) traits, evolutionary theory, *and* human evolution prior to taking this course. If you are concerned about this, please contact me during the first week of classes.

3. Breakout rooms: In an effort to engage you in the learning process I will often use “[think-pair-share](#)” or “think-write-pair-share” to have you explore topics and answer questions with two to three of your classmates selected randomly by the computer. This generally will mean that I will ask you to think about a question, then put you in a breakout room with two to three people you may or may not know to discuss the question for 5-10 minutes. After bringing you “back” to the classroom, I will ask you to share what your group concluded. This behooves you to come to class prepared. For some it is uncomfortable to be placed in rooms with strangers. Showing up with no understanding of the material will further compromise your experience and what you take away from this class. Note that if you feel awkward in breakout rooms, you are not alone. I do this not to torment you but because this method has been found to improve student engagement, differentiate instruction and give you more of a voice in a large class where you otherwise might have none.

4. Learning Resources: : reading assignments will be found both online in the “Course Documents” section of the class Desire2Learn website. In addition to the required readings, recommended readings are often provided to enhance your knowledge of the subject in question. Keep in mind that *you are not finished with the reading, podcast, or video assignment until you thoroughly understand it*. This will sometimes require you to read, listen to, or watch the assigned material more than once. An effective way of ensuring comprehension is to read, listen to, or watch the assignment then go back through it and summarize its main points and supporting evidence in your notebook.

5. Content Warning: As I note above in my “Teaching Philosophy” section, some of the materials and topics in this class will include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with me or the teaching assistant and/or take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work, but we will gladly work with you to accommodate your concerns.

6. Evaluation: You will be evaluated based on your performance on two rounds of structured discussion boards which you will complete in groups, a midterm exam, a comprehensive final exam, and reflective journals. The assignments for the structured discussion boards and reflective journal can be found in D2L in [Content > Discussion Board Assignment](#) & [Content > Reflective Journal Assignment](#). Deadlines for assignments can be found below in the course Schedule.

Guide to Exams:

- The one Mid-term Exam and one comprehensive Final Exam will be found in D2L in the [Assessments > Quizzes](#) on the day of the exam.
- At least six days prior to each exam I will hand out a list of key terms and concepts that will be covered on the exams. In preparing for each exam, you should not define each key term in isolation; rather, define and understand it in relation to the other key terms within the context of the course.
- For the midterm you will have 75 minutes to complete 75 questions, plus 15 minutes extra in case of tech difficulties, for an overall total of 90 minutes to complete the exam. The registrar will set the time for the registrar-scheduled, final exam.
- The majority of questions will be multiple choice format with a small number of short-answer questions. Multiple choice questions will have either 4 or 5 possible answers.
- One question will appear at a time and you cannot scroll forward or backward through the questions, you must answer each question when it appears and move on to the next.
- The mid-term exam will be accessible to you from 12:01 am to 11:59 pm on the date of the exam. Once you start your test it will stay open until you answer all of the questions or for 90 minutes, whichever comes first.
- Keep track of the time, as the mid-term exam will close after 90 minutes, whether you have answered all of the questions or not, just as it would if you were writing it in class in person.
- Do not logout until after you have answered all of the questions as you have one attempt only, you will not be able to get back in. You can take a break and walk away from your computer if you like but do not logout.
- You may consult your personal notes and readings while completing the tests, but not the internet. In other words, you are not permitted to google terms or questions. Also prohibited: communicating with other people in any way (remote or in person) during the test, sharing test information during or after you have taken the test, capturing (screen shot or photo) images of the questions, or sharing images of questions. As well, for 24-hour window for both your mid-term and final exam, you are not allowed to use any Discord sites set up for and by students in this class. A failure to abide by these guidelines would constitute a breach of [academic integrity](#) with detrimental repercussions.
- **Why is the exam available to you for 24 hours?** This 24-hour window is intended to allow you to find the best time (fewest distractions etc.) and place (good computer and Wi-Fi connection) for you to take the test. It is up to you to ensure that you have a good space to work in, with access to a decent device and a secure internet connection, to take the test. We cannot accommodate problems that derive from you not having prepared for this in advance. This is why you have a 24-hour time frame to take the test.
- We do not answer questions during exams in regular in person classes and likewise will not be answering questions during tests or the exam in this class. This means that everyone has access to the same information and we do not provide additional information or clarification to some students and not others. Questions or concerns will be handled via email in the days following the tests.
- Please do not send email inquiries about the test on the test day. Wait until at least the next day.
- The University is working hard to understand and accommodate the stress that students are facing during this pandemic and the necessary remote learning/testing environment. Please respect that this is being done to support you and choose to behave with integrity.

Your final grade will be calculated as follows:

| Item | Weight |
|-------------------------------------|--------|
| Mid-Term Exam | 26% |
| Final Exam | 36% |
| Structured, Online Discussion Board | 16% |
| Reflective Journal | 22% |

A passing grade is not required on any particular component for the student to pass the course as a whole; that is, a student may fail, for example, Exam #1 or any other component and, assuming their overall average percentage earned for the course is above 49.8, they will pass the course.

GRADING SCHEME:

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

| | | | | | |
|----|---------------|---|-------------|----|----------------|
| A+ | 94.9–100 | A | 89.9–94.8% | A- | 84.9–89.8 % |
| B+ | 79.9–84.8 % | B | 74.9–79.8 % | B- | 70.9–74.8 % |
| C+ | 66.9–70.8 % | C | 62.9–66.8 % | C- | 58.9–62.8 % |
| D+ | 54.9 %– 58.8% | D | 49.9–54.8 % | F | 49.8 and below |

Per the [University of Calgary Calendar](#), an “A” is earned for “superior performance, showing comprehensive understanding of subject matter”. Superior performance is, by definition, rare; that is, superior is defined as “highest in quality”. More common is the grade of “B” which is earned for “clearly above average performance with knowledge of subject matter generally complete”. More common still is the grade of “C” which is earned for a “basic understanding of the subject matter”. If you require clarification on letter grade assignments, please contact me within the first two weeks of the semester. Keep in mind that, you have paid for the opportunity to learn, not a grade. As such, my teaching assistant and I do our utmost to ensure that you have the best possible learning opportunity in this course.

Guidelines for the **Reappraisal of Graded Term Work** and the **Reappraisal of Academic Assessments (Final Grades)** can be found [here](#) and [here](#).

What to do if you miss a required component of the course (e.g., miss an assignment deadline or miss an exams): If you miss a required component of this course, you may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. You are not required to provide specific supporting documentation, such as a medical note. Students can make a Statutory Declaration as their

supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy. Note that, deferral of the registrar scheduled final exam requires Registrar approval. For more detail, please see the Guidelines for the **Deferral of Term Work** [here](#).

7. Office Hours: I enjoy conversations with students. Whether you would like to discuss in greater detail something that was touched on in class or the assigned material or are having difficulty with some aspect of the course, both my TA and I are happy to meet as necessary.

8. Academic misconduct: “Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

9. Learning Technologies and Requirements: There is a [D2L site](#) for this course which contains required readings and other relevant class resources and materials. In this online course, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

I appreciate that not all students can afford this without some financial assistance. A few options for financial assistance can be found [here](#).

10. Intellectual Property: Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

11. Copyright Legislation: All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

12. Academic Accommodations: Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

13. Support and Resources: Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

14. Freedom of Information and Protection of Privacy: Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

15. Discord Channels: The Department of Anthropology & Archaeology has made recommendations regarding Discord channels created by students for our courses. In this course I will implement them as follows:

- 1) A Discord channel must have the TA as an administrator for the channel allowing the TA to monitor the channel.
- 2) The channel must be limited to the main one and only one offshoot channel. Otherwise, it becomes too difficult to monitor.
- 3) Do not go on Discord during the 24-hour test period and do not discuss the test in any way. The TA also has hours in the 24 hour time frame of the test to monitor discord.
- 4) All members of the class must be invited to the Discord channel.

I also remind you that while Discord is not a U of C supported platform, U of C Academic Integrity standards still apply.

Treaty Acknowledgement: The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which includes the Blackfoot Confederacy (comprised of the Siksika, the Piikuni, and the Kainai) as well as the Tsuut’ina and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River. The University recognizes the traditional Blackfoot name of this place, Moh’kíns’tsis, now known as the City of Calgary. The University recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the 1877 signing of Treaty 7, the university recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together “in a good way.” *ii’ taa’ poh’ to’ p*

Schedule¹

| Item | Date | Topic | Assigned Readings, Films, & Podcasts ² |
|------------|--------|---|--|
| Class 1 | 7-Sep | How might we think about human variation? $V(P)=V(G)+V(E)$ | course syllabus, Understanding Science; Kristof; Implicit Association Test-Race |
| Class 2 | 9-Sep | Who am I?, Anthropology, Race, IAT | Culotta; Canadian Race Relations. Optional: Lipstadt; Gladstone |
| Class 3 | 14-Sep | What is race?, Critical thinking sidebar: peer review, A cautionary tale, Race concept-informal origins | Akpan <i>or</i> Wiesel. Optional: ; Critchley; Statistics Canada; Weintraub. |
| Class 4 | 16-Sep | Race concept-informal origins (cont.) & evolutionary theory, Critical thinking sidebar: research, natural experiments | Appiah. Optional: Bauer & Blumenthal; Milgram; SSRC; Amodio |
| Class 5 | 21-Sep | Race concept-scientific origins, Why rejection of race concept? | Marks |
| Class 6 | 23-Sep | Why rejection of race concept? (cont.) | Race the Power of Illusion. Optional: Barbujani et al. |
| Class 7 | 28-Sep | Why rejection of the race concept? (cont.), What is race? | U. Utah – SNPs. Optional: Disotell; Whitman. |
| no class | 30-Sep | National Day for Truth and Reconciliation (no class) | Optional: Honouring the Truth, Reconciling for the Future |
| Class 8 | 5-Oct | Implications of race concept: genocide, social Darwinism | Reading on eugenics/genocide TBD. Optional: Claeys, O’Connell & Ruse, Whitman |
| Class 9 | 7-Oct | Sources of genetic variation | Lewis (Beyond Mendel’s Laws); U. Utah – Genomic Imprinting. Optional: Weiss & Tackney (review of basic genetics) |
| Assignment | 11-Oct | Discussion Board Topic 1: Group response A due | |
| Class 10 | 12-Oct | Sources of genetic variation (cont.), genes, patterns of inheritance | U. Utah – Epigenetics & Inheritance; Ghost in Your Genes. Optional: Mendelian Inheritance...; Informed consent...; Epigenetics 101; Epigenetics & 9/11 |
| Class 11 | 14-Oct | Patterns of inheritance (cont.) | Jones (Calliban’s Revenge), Singer (2018). Optional: Radiolab |
| Exam | 19-Oct | Mid-Term Exam | |
| Class 12 | 21-Oct | Quantitative genetics | Groopman; Lewis (Multifactorial Traits) |
| Class 13 | 26-Oct | IQ, Intelligence, & Heritability. Sidebar: CRISPR | Lewontin (Mental Traits). |
| Assignment | 25-Oct | Discussion Board Topic 1: Group response B due | |
| Class 14 | 27-Oct | IQ, Intelligence, & Heritability | Resnick. Optional: Hidden Brain |
| Class 15 | 28-Oct | Human variation in complex traits - Sex | Implicit Association Test-Gender; How is sex determined? Henig. Optional: Intersex Society of North America; Graves; Fausto-Sterling (2000), Padawar; Minto. |

Continued on the next page!

| Item | Date | Topic | Assigned Readings, Films, & Podcasts ² |
|---------------|-------------|---|--|
| Class 16 | 2-Nov | Human variation in complex traits – Gender (anthropological view) | Sapolsky. Optional: Belluck, Bergner |
| Class 17 | 4-Nov | Human population biology: homeostasis, adaptation, & stress | Stinson et al. |
| <i>Break!</i> | 9 & 11-Nov. | Reading Week- no classes | |
| Class 18 | 16-Nov | Adaptation to climatic stress: UVR | Jablonski |
| Assignment | 17-Nov | Discussion Board Topic 2: Group response A due | |
| Class 19 | 18-Nov | Adaptation to climatic stress: hot & cold | Steegman |
| Class 20 | 23-Nov | Adaptation to hypoxic stress: high altitude & under the sea | Beall. Optional: Baranova et al. |
| Class 21 | 25-Nov | Adaptation to disease stress | Sattenspiel & Slonim (pp. 387-418). Optional: Orent, |
| Class 22 | 30-Nov | Adaptation to disease stress (cont.) | Sattenspiel & Slonim (pp. 418-440). Optional: Jacobs & Richtel |
| Class 23 | 2-Dec | Adaptation to disease stress (cont.) | Sattenspiel & Slonim (pp. 440-450). |
| Class 24 | 7-Dec | Stress & human variation | Stress: Portrait of a Killer |
| Class 25 | 9-Dec | Couse wrap up | This American Life (“Words”) |
| Assignment | 10-Dec | Discussion Board Topic 2: Group response B due | |
| Final Exam | TBD | Comprehensive, registrar scheduled, final exam | |

¹ The schedule of topics may change, but the exam dates and assignment due dates will not change.

² For a detailed bibliography of the readings, please see the pages below. The reading assignments are subject to change if, during the present semester, I find publications which better cover the topic considered. If this occurs, I will inform you at least one week prior to the relevant class.

TBD = to be determined

Readings

Some readings are available as pdfs on the Desire2Learn (D2L) website and others online.

Akpan, Uwem (2008) *Say You're One of Them*. Hachette Book Group. New York. (While the entire book is appropriate for this course, the reading assignment only covers the book's last chapter: “My Parent's Bedroom”). (pdf posted on D2L)

Amodio (2014) The neuroscience of prejudice and stereotyping. *Nature Reviews Neuroscience* 15:670–682 doi:10.1038/nrn3800 (*optional reading*)

Appiah, Kwame Anthony (2016) *Colour. Mistaken Identities: Creed, Country, Color, Culture*. The Reith Lectures. BBC. <http://www.bbc.co.uk/programmes/b080t63w> (43 minutes) Listen to both Dr. Appiah's talk and the question and answer session. If you'd prefer to read the lecture, a transcript of his talk can be found on D2L.

Baranova et al. (2017) Genetic determination of the vascular reactions in humans in response to the diving reflex. *Am J Physiol Heart Circ Physiol* 312: H622–H631. doi:10.1152/ajpheart.00080.2016. (*optional reading*)

Barbujani et al. (1997) An apportionment of human DNA diversity. *Proceedings of the National Academy of Sciences* 94:4516-4519. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC20754/> (*optional reading*)

Bauer (2006) *On the Holocaust and Other Genocides*. United States Holocaust Memorial Museum. <http://www.ushmm.org/m/pdfs/20070215-bauer.pdf> (*optional reading*)

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To access the video:

1. Open the U. Calgary [library webpage](#)
2. Scroll down to the green bar and select [Databases](#)
3. In Databases select [F](#),
4. Select [Films on Demand](#)
5. In the search box type [Race: The Power of an Illusion](#),

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