

ANT 101: Humankind Emerging

Fall 2022 – Section 2 – Class Number 3882 – 3 Credit Hours – In-Person Course

Mondays, Wednesdays, and Fridays – 12:40 pm until 1:30 pm – SBS Castro, Room 107

Instructor: Dr. Chrissina Burke

Pronouns: she/her/hers [Why are pronouns important?](#)

Email: chrissina.burke@nau.edu

Student Support Hours: Tuesdays 2:00 until 3:00 pm and Wednesdays 11:00 am until 12:00 pm; or by appointment

Office: Castro SBS Building, Room 205 ([Interactive Map of NAU](#))

Peer Facilitator (PEEP): Jessie Siemens

Pronouns: she/her/hers

Email: jbs365@nau.edu

Student Support Hours: **Fridays 1:00 pm until 3:00 pm**; or by appointment

Office: Bilby Research Center, Room 163 (smaller dome building on campus near Campus Heights and Gabaldon)

What are Student Support Hours?

Throughout the course, there are likely to be topics that you love and understand with ease, and topics that are more challenging and require more effort to solidify. That is normal! We offer Student Support Hours (read as Office Hours in many of your other course syllabi) where we are available (just walk-in, no appointment necessary – though you might just have to wait until I finish with a student before you) to support you in your learning. We believe interacting with us during these hours is powerful, so you earn extra credit, 5 points (up to 20 points for the semester) for coming in to see one of us. Be sure to visit for at least 10 minutes and bring questions. We are here to support you!

Course Purpose & Description

In this course, you will learn about the history of human evolution from a biological anthropology perspective. We will begin by discussing the basic concepts of evolutionary theory, genetics, phenotypes, and genotypes. As the semester progresses, we cover primate evolution and modern primate populations, as well as the evolution of humans from *Australopithecines* to *Homo sapiens*. Towards the end of the semester, we will briefly touch upon bioarchaeology and forensic anthropology to give you an idea of applied uses of biological anthropology. Many dates, concepts, new terms, and species will be presented. This course is an exciting overview of humans biologically from our origins to modernity.

ANT 101 is a *Liberal Studies* course in the *Science and Applied Science* block and emphasizes developing skills in *Scientific Inquiry*. Additionally, ANT 101 is certified by the First Year Learning Initiative (FYLI), which supports student's transition into college culture and experiences. There are no prerequisites for this course.

Liberal Studies Course – What does that mean?

ANT 101 is a NAU Liberal Studies course; the mission of this program is to help you gain a deeper understanding of the diversity, experiences, and dynamic tensions, that shape the people of our world. It also provides a broad range of knowledge to develop an awareness of different ethnic groups and historical contexts for your future as a global citizen. By engaging in this course, you can develop your own contributions to society from a well-informed base of knowledge rather than one based upon misunderstandings, stereotypes, and/or misinformation. This course will challenge entrenched ideas you may hold and expand them to include other perspectives outside your comfort zone.

Learning Expectations and Outcomes – What does this mean?

When we design our courses, we create an academically informed list of what we expect you will learn about the field of anthropology. We also consider what you will need throughout your own academic development, in future or advanced courses, and in the case of Liberal Studies, the context you need for engaging as a global citizen. So, what that means is that upon completion of this course, assuming you engage with all assignments and come to class, you will be able to:

1. Describe the differences between scientific and non-scientific viewpoints
2. Explain the basics of evolutionary theory and human genetics
3. Understand the human evolutionary record
4. Appreciate what non-human primates can tell us about ourselves and the world
5. Assess scientifically the nature of human biodiversity
6. Recognize the relevance of biological anthropology to the modern world

Career Readiness Skills – What does this mean?

In every class you take at NAU there are a lot of professional skills you are learning to support your future in a career. Believe it or not, even if you do not want to be an anthropologist, I want you to be better prepared for your job goals and hopeful life desires. Below is a list of in demand skills from National Association of Colleges and Employers ([NACE](#)) you will learn and practice in this class to be career ready.

1. Communication: ability to connect in a transparent and organized way so others can effectively understand.
2. Critical Thinking: build information from a diverse set of sources and individuals to fully understand a problem.
3. Equity and Inclusion: develop an open mind to diverse ideas and new ways of thinking.
4. Teamwork: expand accountability for individual and team responsibilities and deliverables.
5. Teamwork: employ personal strengths, knowledge, and talents to complement those of others.
6. Teamwork: collaborate with others to achieve common goals.

Required Materials

Explorations: An Open Invitation to Biological Anthropology edited by Shook, Nelson, Aguilera, and Braff

This textbook is an Open Educational Resource (OER), which means it is available for free to you from the American Anthropological Association. I put a PDF of this textbook on our Bb Learn page. Be sure you read what is assigned throughout the week they are listed on the schedule. For example, if a reading is listed on the schedule for Monday, September 20 – that means it should be read that week by Friday. This way I can cover more complex concepts and answer questions in class. BTW, **Bb Learn** is also required for our course. Materials such as the textbook, videos, lectures, and other assignments are available, please check it daily!

Dr. Burke's Guidelines on Vocabulary – The terms we use in this course are necessary for comprehending concepts. That said, you might think I want you to avoid the Internet, but that isn't true! Start by seeking definitions in the textbook, but if you want a different wording to help you develop your knowledge, use the Internet. Remember though – if the information you find for a word does not seem to make sense with what we are learning – be sure to search with the word "anthropology" or "biological anthropology" attached. This way you won't waste time while studying.

What will we do to support your learning?

Dr. Burke is responsible for creating and providing access to assignments and lectures, with information to support your learning. We will work hard to create and maintain a classroom atmosphere that is informative, open to discussion, safe, and humorous, because Dr. Burke believes humor and emotional connection are necessary for learning. We will review your assignments and evaluate your work with intention and quickness – expect at most a two-week turn around for assignments (unless I explain otherwise). We try to respond to emails within 24 hours (except on weekends). I spend each semester reading a new book about teaching college students, I promise to share what I am learning with you and ask your perspective. I am available if you need support beyond our course topics, such as other courses to take, degrees, career paths, life concerns. I am not a therapist, but I will take time to help you find the care you need. In the middle of the semester, I will ask you to evaluate how we are doing for you. We will maintain our dedication to your educational pursuits by practicing self-care and giving us all grace when we need it. We are committed to your success at NAU.

"There is something you must always remember:



You are **braver** than you believe, **stronger** than you seem, and **smarter** than you think."
-Pooh

What can you do to support your learning?

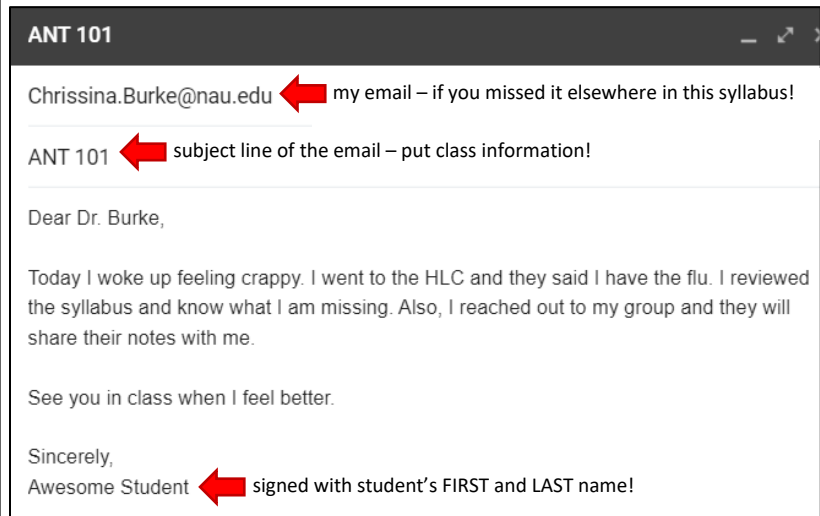
You are responsible for completing readings, reviewing all posted lecture materials, engaging with videos, and practicing or applying your knowledge through assignments. Also, make sure you read all instructions carefully! You will achieve our learning expectations and outcomes by attending weekly lectures, engaging in group assignments, completing Response/Reflects, quizzes, and exams. Please start your journey in this course by reviewing our syllabus (which you are reading right now!), familiarizing yourself with our Bb Learn page, and assignment instructions. I hope you will practice self-care and explore a bit of our Flagstaff community. If you struggle with a concept, ask us! Unfortunately, I cannot directly put the information in your head. I mean, if you want me to cut your head open and try to shove the concepts in I could, but I don't think that will work! In fact, I think it will hurt more than doing the work. 😊

Dr. Burke's Guidelines on Netiquette – One of the most important elements to your success in college is how you communicate with each other and us. Below are a few rules to guide your emails:

- Your email **subject line** must be **ANT 101**. Why you ask? Because I get like 100 emails a day! If you want a quick response, help me out!
- Grammar and spelling do matter. Why? Because if I cannot understand what you are asking, I cannot help! Review your email before sending.
- Be sure you address your email like "Dear Dr. Burke" and end with your name. Because adulthood!

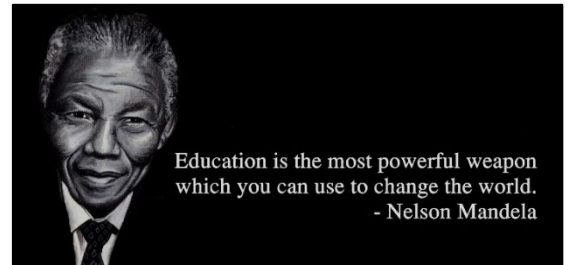
Please treat us with respect in your emails as well. Always be careful what you put in writing, assume anyone could read it. In a written message, the subtext of your meaning may be confused or misinterpreted. Review your emails then ask yourself, "Would I say this to the person face-to-face?" If not, re-write the email.

What does a respectful email look like? →



Grading System and Course Assignments

Your grade is the sum of the points you earn throughout the semester converted to a percentage. I do not curve or negotiate your grades, so please, do not ask. Grades are earned by your demonstration of learning through assignment completion, thoughtfulness, and engagement with your group.



Dr. Burke's Guidelines on Late Assignments and Grace Periods – I understand that work, other classes, and family responsibilities are part of your life. Given this, I offer you **three**, one-week Grace Periods (excluding SPs and Exam 3 though). What does this mean? It means that you can cash in a Grace Period (via email request – following the Netiquette format) when an assignment is due – then you have one week, from the original due date, to complete the assignment. To support how we build our learning in class, once we complete an exam, you cannot make up any assignments that occurred before that exam. This way you continue to scaffold your knowledge and learn important responsibilities that will help you be successful in college. For late work, if you have a plan of action to complete it, you can share it with me, ask if it would be appropriate, and seek approval. The point is to communicate with me. I hope this helps you if you need!

Dr. Burke's Guidelines on Grade Checks – Anyone requiring a grade check (specifically athletes, those of you on academic probation, or if you have other grade check requirements) must attend my Student Support Hours to complete the form. I want to talk to you about your grade, not just sign something and say goodbye! This way I can find out if you need support in anything and ensure I answer your questions. Plus, it is extra credit!

You will be graded on:	Total Assignments	Points Each	Total Points	% of Grade
Attendance/Participation (AP)	37	3 pts	111 pts	15
Personal Introduction (PI)	1	30 pts	30 pts	4
Bb Learn/Syllabus Activity (BA)	1	50 pts	50 pts	7
Vocabulary Quizzes (VQ)	15	10 pts	150 pts	19
Reflection Activity (RA)	7	20 pts	140 pts	18
Group Study Pages (SP)	7	20 pts	140 pts	18
Exams	3	50 pts	150 pts	19
Total Points for Grade	-	-	771 pts	100%

Grade Scale	
A	90-100%
B	80-89.5%
C	70-79.5%
D	60-69.5%
F	0-59.5%

AP – Attendance/Participation (111 points total – 3 points per class)

Participation through attendance supports your learning (I swear I am not lying about this) and will be recorded with name cards placed on your desks. To earn points, you must pick up your name placard at the beginning of class and put it on your desk, at the end of class you will leave it on your desk, and we will pick it up to record your points (we will officially record AP from week 2 on). I want to learn your names! I am tired of not knowing the names of my students in this big class! If you miss more than 3 classes in a row without communicating with us, we will use the Faculty-2-Student Outreach tool (<https://in.nau.edu/f2s-outreach/>) to make sure you are safe. Always communicate with us! We care about you!

Dr. Burke’s Guideline on Institutional Excuses and Emergencies – With an institutional excuse you may make-up assignments. To do this, you must let me know of your absence as soon as possible – preferably before you are going to miss class. I cannot help you succeed in this class, even when life gets in the way, if you do not communicate!

Dr. Burke’s Guideline on Class Participation – What is participation? First, you must be present. Second, you need to be engaged, by either asking questions, communicating with your group, taking notes, putting your cell phone somewhere other than your lap, desk, hand, face, and showing up awake (with caffeine or donut, etc.) for our class. That also means I need you to show up on time and stay until the end of class. Basically, spend your tuition dollars wisely. Keep in mind that when you are distracted your peers are too. You can do this, and I promise being present is worth it. I am hilarious.

PI – Personal Introduction (30 points total) (time on task varies but not more than 20-30 minutes)

I want to know you and what you need to succeed! So, to start our semester you will complete an assignment where you answer a few questions, honestly, about who you are as a person, a student, and what you might need to be successful in my course. Easy-peasy-lemon-squeezy. This assignment is **due, Friday, September 16 by 11:59 pm** via Google Forms.

BA – Bb Learn/Syllabus Activity (50 points total) (time on task varies but not more than 60-120 minutes over the week)

The first week of the semester you and your group will explore and learn how our course is structured this semester. It is necessary you **read** and **understand** the syllabus. It is equally important that you **know** Bb Learn and feel comfortable finding your way around the platform. I encourage you to print the syllabus as we will reference it often. If you add the course late contact Dr. Burke immediately after reading this syllabus in its entirety. This assignment is **due, Monday, September 12 by 11:59 pm** in your group Google Drive folder. The Google Doc should be titled: *Bb Learn Syllabus Activity*.

VQ – Vocabulary Quizzes (150 points total – 10 points each) (time on task is 10-15 minutes every time you take it)

You will take 15 multiple-choice vocabulary quizzes covering our lectures and readings this semester. You can take the quiz as many times as you need to learn the information and earn a 100%. These are not busy work – if you re-take them repeatedly, you are learning – self-testing is the most important way your brain transfers information from short-term to long-term memory. These assignments **open Mondays at 8:00 am and are due by Fridays at 11:59 pm** on Bb Learn.

SP – Group Study Pages (140 points total – 20 points each)

(time on task varies, but if you spend 30 minutes every day on it you would get a lot more out of it). Your group will build seven Study Pages that allow you to develop your study skills for effective learning. These assignments can be thought of as study guides and can be organized like Wikipedia pages, where you and your group members develop an outline together and combine information you have learned from lecture, the textbook, videos, or articles. Each group

member is expected to add information to your group Google Drive Doc each week. On many Fridays this semester, you will have class time to work together on the assignment. In the meantime, you will be working on the assignment on your own each day. By the Fridays when an SP is due, everyone in your group should work together to edit, ensure all parts of the document are completed, and evaluate all member's contributions to the work. We will provide feedback as frequently as possible and grade each group for their work every two weeks. **SPs are due by Fridays at 11:59 pm** in your group Google Drive folder. The Google Doc should be titled: *Study Page #*.

Dr. Burke's Guideline on Group Work – You will work in groups of 5 for the entire semester – these will be maintained throughout and will be the folks you sit with each class. All Study Pages will be completed in groups and all groupmates are expected to work together and contribute to the assignment and will receive the same grade. Your group will create a Group Contract and work on a teamwork exercise during the first week (BA). In your group, as in life, communication and collaboration are key. You will have powers within your group to fire individuals not participating. That said, you must reach out and try to support members who disengage before firing them. If any problems within groups arise it is expected, you will bring them to us immediately!

High school teachers: "They're not gonna baby you in college"

College professors: "Y'all wanna rap battle for extra credit?"



RA – Reflection Activity (140 points total – 20 points each) (time on task is 25 minutes)

This semester you will complete 7 Reflection Response on our Bb Learn page. For these, you need to provide in your own words, either a written statement (like a Tweet or poem of no more than 100-words) or video (like on TikTok of only 60-to-90 seconds), or drawing/painting/doodle, etc. of what you learned watching our Video Viewings (VV). Each Reflection Activity must demonstrate you did the work by including an *example* from the VV and be reflective of what you are adding to your personal knowledge. Yes, this is open-ended, it is meant to help your process information. Be thoughtful, amplify, and demonstrate what you learned in your submission. **Reflection Activities open Mondays at 8:00 am and are due Fridays at 11:59 pm** on Bb Learn.

What are Video Viewings (VV)? – You will watch 7 relatively short 15-minute videos (available on our Bb Learn page) this semester on your own time (the week they are listed on the schedule is the week they are to be watched). These talks are from Indigenous people sharing their stories with you in TEDx Talks. While watching the videos consider using the closed captioning function on YouTube so that you can follow along as you listen. After you watch a video, you will reflect upon and engage with it and what we have been learning in your Reflection Activity. We will discuss them in class too.

Dr. Burke's Guidelines on Academic Dishonesty – Academic dishonesty sucks and is described in the Student Code of Conduct (<https://nau.edu/university-policy-library/student-code-of-conduct/>) as: cheating, fraud, facilitating academic dishonesty, and plagiarism, etc. Frankly, I do not have time to deal with it (requires reporting to the university) and you should not spend your time in college doing it (you spend more time cheating than doing the actual work). If caught in academic dishonestly students will be informed, receive a failing grade for the assignment, and if repeated, fail the course. If you are not sure whether you need to provide or how to cite a source, just ask me. I am not that scary. That said, students who cheat and are not caught will be haunted by the memory of their misdeeds for the rest of their lives. 😊

Exams (150 points total – 50 points each) (time on task is 65 minutes)

This semester you will take 3 exams to enrich your learning. Exams in this class are not meant to prove how smart you are. "Smart" is a relative term that is not measurable by one exam. Instead, these exams are developed to help you retain information by practicing your knowledge recall. That means it is okay to get things wrong, because every time you get something wrong you strengthen the long-term memory. This is all discussed in the book "Make it Stick: The Science of Successful Learning" by Peter C. Brown, Henry L. Roediger, and Mark A. McDaniel. You can read it if you want, but I summarized some of it above to save you time. 😊

Our exams are 25% cumulative, meaning each will have at least 25% of the previous exam's topics covered, specifically those topics that are necessary foundations for other topics in the course (for example, the concepts of evolution, taxonomy, and osteology). The cumulative nature of the exams is not meant to trick you, but instead help you continue practicing with the information we will keep discussing all semester. Exams will be completed via Bb Learn and consist of

multiple-choice and essay questions. Once you open the exam you have 65 minutes to complete it. After you receive your exam grade, it is important that you review your answers against the correct ones on Bb Learn and the comments we left on your essay responses. The exams are not to be taken open book, as that will waste your time and defeat the point of taking a test. **Exams open on Fridays at 8:00 am and are due by Mondays at 11:59 pm** on Bb Learn.

Extra Credit (maximum of 20 points over the semester)

One way to receive extra credit is by coming to Dr. Burke's or your PEEP's Student Support Hours, these visits are worth 5 points each. When visiting us, you must be present between 5 and 10 minutes, and have specific questions concerning the course. If you need support but prefer Zoom, please email us to make an appointment. Another opportunity is to watch one of the Extra Credit Videos available on Bb Learn and type up two-pages about what you learned in the documentary and how it relates to what we have been discussing. Additionally, Extra Credit Handouts will be made available when we focus on some information to strengthen your understanding. Generally, those will be announced so you can do them at the best time for your learning. Extra credit assignments are always emailed to me following our Netiquette guidelines.

Classroom Learning Experience – How can we support our learning?

Our classroom will be full. We will have lots of noise and shuffling around as is. The chairs are squeaky. The fan of the projector can be loud. For us to create a supportive, respectful, and engaging learning experience let's identify positive and engaged student behaviors so we all do our best this semester. A student engaged in learning does the following:

1. Listens attentively, takes notes, and refrains from excessive side talking.
2. When asked to talk with their peers or groups, does so with a positive outlook.
3. Communicates clearly and actively through questions or during discussions.
4. Is respectful when asking questions/discussing topics.
5. Recognizes that learning is hard but respects the energy all of us are putting into the process.
6. Keeps an open mind because not everything we learn makes us comfortable.

Freedom to Adult – Freedom to what now?

You can use the bathroom, get drinks of water, or stretch your legs at any time without needing to ask permission. If you need to take an emergency call, like from your doctor or childcare provider please step outside the classroom. All I ask is that you are quiet coming in and out of the classroom and keep your phone on vibrate. Sometimes you might have to arrive late or leave early – that happens! Please let me know in advance so we are not like, "WTF, that student just left class in the middle of our awesome conversation!" Using technology is powerful for some students, it allows you to take notes, or look at the lecture slides right on your computer or phone. That said, adulting requires focus and not multi-tasking. So, if you choose to take notes with technology you are promising to be a respectful adult and not browse the web or chat with friends. Adulting means freedom, but it requires equal respect for each other. It would be rude if I was texting while teaching class, just as it would be if you were texting while learning in my course. Finally, adulting means power, and as we know, "with great power comes great responsibility."

Sensitive Topics – How do we learn with respect?

The biological understanding of race and evolution as it applies to humans may make some students uncomfortable. While I am respectful of your religious and spiritual viewpoint, to learn we will discuss these issues from scientific and anthropological perspectives, which may be different from your own. If you are engaged, you will have questions. So, please ask questions, but do so respectfully. Be sure to share your experiences, but again, respectfully. Remember that a college education is meant to be challenging. You should walk away from this course with either a new outlook or a stronger personal appreciation for your own viewpoint.

Changes to the Syllabus – What does this mean?

I know what you are thinking – what the crap? This syllabus can change? That is super confusing! I totally get it, and yes, technically this syllabus is subject to change under many different circumstances. But let me explain to reduce your stress. Most changes are like extending a due date, or updating a video because it will not work, or deleting a whole assignment. That said, if I had to change anything, you would be made aware of it as quickly as possible, and sometimes, deleting assignments or extending due dates would come after a conversation with the whole class to support your mental health.

ANT 101 – Fall 2022 Semester – List Schedule

Week	Day	Topic	Readings	Assignment
Introducing Biological Anthropology: How do anthropologists study evolution and genetics?				
Week 1	08/29 (M)	What is Anthropology?	Chapter 1: Introduction	VV 1
	08/31 (W)	What is Science?	Syllabus	
	09/02 (F)	ANT 101 & You!		VQ 1; RA 1
Week 2	09/05 (M)	No Class – Labor Day Holiday		
	09/07 (W)	What is the history of evolutionary theory?	Chapter 2: Evolution	
	09/09 (F)			VQ 2; SP 1
Week 3	09/12 (M)	What do we know about human biology and how did we learn genetics?	Chapter 3: Molecular Bio & Genetics	BA
	09/14 (W)			
	09/16 (F)			VQ 3; PI
Week 4	09/19 (M)	What are the mechanisms of evolution and how do they interact?	Chapter 4: Forces of Evolution	VV 2
	09/21 (W)			
	09/23 (F)			VQ 4; RA 2; SP 2
Primates and Our Primate Relatives: What characterizes primate biology and behavior?				
Week 5	09/26 (M)	No In-Person Class – Exam 1 Online (Chapters 1, 2, 3, & 4) DUE @ Midnight		
	09/28 (W)	What characterizes the primate skeleton?	Chapter 17: Osteology	
	09/30 (F)			VQ 5
Week 6	10/03 (M)	Primate diversity: understanding their biology and taxonomy.	Chapter 5: Meet the Living Primates	VV 3
	10/05 (W)			
	10/07 (F)			VQ 6; RA3; SP 3
Week 7	10/10 (M)	Primate diversity: understanding their biology and our past.	Chapter 6: Primate Ecology & Behavior	
	10/12 (W)			
	10/14 (F)			VQ 7
Week 8	10/17 (M)	What is a fossil and how are they located, preserved, and dated?	Chapter 7: Understanding Fossil Context	VV 4
	10/19 (W)			
	10/21 (F)			VQ 8; RA 4; SP 4
Human Evolution from 7 million to 10,000 years ago: How do we define our biological and cultural evolution?				
Week 9	10/24 (M)	No In-Person Class – Exam 2 Online (Chapters 17, 5, 6, & 7) DUE @ Midnight		
	10/26 (W)	Examining bipedalism: why success on Two feet?	Chapter 9: Early Hominins (pgs. 319-329)	
	10/28 (F)			VQ 9
Week 10	10/31 (M)	Early human evolution: our morphology and behavior	Chapter 9: Early Hominins (pgs. 330-364)	VV 5
	11/02 (W)			
	11/04 (F)			VQ 10; RA 5; SP 5
Week 11	11/07 (M)	Diversity in human evolution: how did we adapt?	Chapter 10: Early Genus Homo	
	11/09 (W)			
	11/11 (F)	No Class – Veterans Day Holiday		VQ 11
Week 12	11/14 (M)	Neandertals and Denisovans: human diversity, shared genetics, and behaviors	Chapter 11: Archaic Homo	VV 6
	11/16 (W)			
	11/18 (F)			VQ 12; RA 6; SP 6
Humans in a biological context: How do we define race and how do we use the skeleton in archaeology and forensics?				
Week 13	11/21 (M)	Human Modernity	Chapter 12 & 14: <i>Homo sapiens</i> & Variation	
	11/23 (W)	No Class – Mental Health Day – Take a Break		
	11/25 (F)	No Class – Thanksgiving Holiday		
Week 14	11/28 (M)	Human Races: why do we have different skin colors and how do we adapt?	Chapters 13: Race	VV 7
	11/30 (W)			
	12/02 (F)			VQ 14; RA 7
Week 15	12/05 (M)	Human Osteology: using the skeleton to study human health and crime?	Chapter 15: Bioarchaeology and Forensics	
	12/07 (W)			
	12/09 (F)			VQ 15; SP 7
Week 16	12/12 (M)	No In-Person Class – Exam 3 Online (Chapters 9, 10, 11, 12, 13, 14, & 15) DUE @ Midnight		

VQ = Vocabulary Quiz; BA = Bb Learn/Syllabus Activity; PI = Personal Introduction; VV = Video Viewing; RA = Reflection Activity; SP = Study Pages

ANT 101 – August & September – Calendar Due Date Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aug. 28	Aug. 29 First Day! Read Ch. 1 Watch VV 1	Aug. 30	Aug. 31 Read Syllabus	1	2 VQ 1 Due RA 1 Due	3
4 Read Ch. 2	5 Labor Day	6	7	8	9 VQ 2 Due SP 1 Due	10
11 Read Ch. 3	12 BA Due	13	14	15	16 VQ 3 Due PI Due	17
18 Read Ch. 4	19 Watch VV 2	20	21	22	23 VQ 4 Due RA 2 Due SP 2 Due Exam 1 Open	24
25 Read Ch. 17	26 Exam 1 Due	27	28	29	30 VQ 5 Due	Oct. 1

Notes:

ANT 101 – October – Calendar Due Date Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 Read Ch. 5	3 Watch VV 3	4	5	6	7 VQ 6 Due RA 3 Due SP 3 Due	8
9 Read Ch. 6	10	11	12	13	14 VQ 7 Due	15
16 Read Ch. 7	17 Watch VV 4	18	19	20	21 VQ 8 Due RA 4 Due SP 4 Due Exam 2 Open	22
23 Read Ch. 9	24 Exam 2 Due	25	26	27	28 VQ 9 Due	29

Notes:

ANT 101 – November – Calendar Due Date Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct. 30 Read Ch. 9	Oct. 31 Watch VV 5	1	2	3	4 VQ 10 Due RA 5 Due SP 5 Due	5
6 Read Ch. 10	7	8	9	10	11 VQ 11 Due Veterans Day	12
13 Read Ch. 11	14 Watch VV 6	15	16	17	18 VQ 12 Due RA 6 Due SP 6 Due	19
20 Read Ch. 12/14	21	22	23	24 Thanksgiving	25 VQ 13 Due Holiday	26

Notes:

ANT 101 – December – Calendar Due Date Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov. 27 Read Ch. 13	Nov. 28 Watch VV 7	Nov. 29	Nov. 30	1	2 VQ 14 Due RA 7 Due	3
4 Read Ch. 15	5	6	7	8	9 VQ 15 Due SP 7 Due Exam 3 Open	10
11	12 Exam 3 Due	13	14	15	16	17

A final extra credit option. A what now? Yes, that is correct. You, my dear student, have read the entirety of this syllabus. And as such, an Easter egg has emerged. If you can demonstrate to me or your peer facilitator that you have documented all the assignments from our syllabus onto your own personal calendar, including what it is and when it is due, you will earn 5 points of extra credit. You can use anything, maybe a printed agenda/planner you got from the NAU Bookstore, or your Gmail Calendar, or even an alarm on your phone! Extra credit is exciting, but the point here is to show you how valuable keeping track of your work is. Plus, with all the reminders on your syllabus, personal calendar, or phone, you surely will not miss an assignment for “I forgot”-type reasons.

