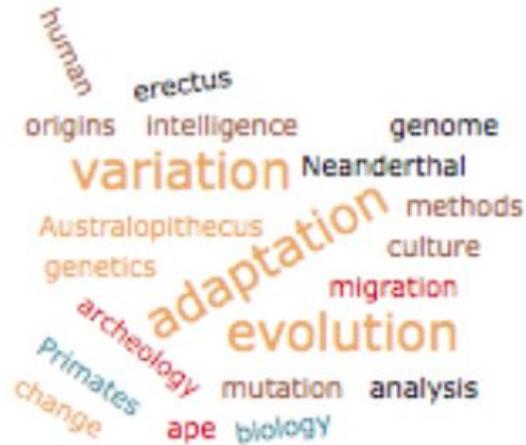


BIOLOGICAL ANTHROPOLOGY
ANTH/BIOL 3510, Section 001, CT²
Fall 2016

INSTRUCTOR: DR. LISA RAPAPORT
TIME: 11:00 – 12:15 Tues/Thurs
ROOM: **131 Brackett Hall**

Office: 145 Long Hall
Office Hours: T/Th 3:20-4:20 and by appointment
Office Telephone: 864-656-0838
e-mail: lrpapapo@clemson.edu

TA: Allison Sheets
email: amsheet@clemson.edu



Required Textbook:

Boyd, R. & J. Silk. 2014. How Humans Evolved, 7th ed. NY, NY: W.W. Norton & Co.
- available as paperback or loose-leaf (Clemson bookstore or Internet)
- or e-book (<http://books.wwnorton.com/books/detail.aspx?ID=4294986931>)

Required Supplemental Readings:

PDF's of additional articles posted on Blackboard with accompanying questions for discussion
All required articles are to be read by class time on the day indicated on the syllabus.

Course Description and Objectives:

1. Course Overview

This course will explore the origins of humanity – from the first primate-like mammals to extinct hominins to modern humans. We will review basic evolutionary theory and genetics, investigate the fossil record, survey the living nonhuman primates, and apply this knowledge to gain an understanding of contemporary human diversity.

We will engage in writing and lab exercises that are designed help you to analyze, interpret, and explain scientific data and hypotheses and to build confidence in your ability to do so.

Biological Anthropology is Critical Thinking Seminar and as such is designed to help you to develop critical thinking skills as part of the Clemson Thinks² (CT²) program. A primary goal of a critical thinking seminar is for you to gain a deeper understanding of how knowledge is constructed and to hone your ability to carefully evaluate the assumptions and logic underlying that knowledge, rather than just to memorize facts and definitions. As part of the CT² program, we will measure critical thinking skills through the California Critical Thinking Skills Test (CCTST) given at the start and end of the course. Although the CCTST will not influence your grade, it will be used in the overall assessment of Clemson CT² program and to help me to tailor this course to optimize your learning experience. Please complete the test carefully and thoughtfully. You can find more information on the CT² program at <http://www.clemson.edu/assessment/thinks2/>.

2. Learning Outcomes

- Apply evolutionary theory to evaluate variation and changes in nonhuman primate and human populations, at the genetic, population and species levels

- Develop and hone the ability to ask good questions, identify underlying assumptions, recognize reliable and pertinent data, and to reason out answers
- Interpret quantitative relationships in graphs, tables and word problems
- Integrate ideas from multiple sources and effectively communicate your understanding of these concepts
- Evaluate scientific hypotheses, such as those regarding the interplay between evolutionary history and ecology, and strategize ways in which to test such hypotheses
- Describe key transitions in the nonhuman primate and hominin fossil record
- Differentiate the major fossil hominin species from morphological characteristics
- Analyze and interpret historical and contemporary data regarding human adaptations

3. **Class Structure**

- We'll have a combination of lectures, films, class discussions and lab activities.
- Lectures: Lectures usually will be accompanied by PowerPoint slides and some radio and video clips. I won't just repeat the material in the textbook but will present additional ideas, perspectives, theories, historical contexts, and empirical findings gathered from other texts, journal articles, conference presentations, my own research, my discussions with colleagues and current events.
- Four class periods will be devoted to lab activities and are *tentatively* scheduled as follows:
 - September 8th (Thurs) – Lab on human genetics and population genetics
 - September 27th (Tues) – Lab on nonhuman primate genetic evolution
 - October 11th (Tues) – Lab on nonhuman primate adaptations and behavior
 - November 3rd (Thurs) – Lab on hominin evolution

Should the dates for the labs change, I will notify the class via Blackboard (and in class).
- There will be four unscheduled short in-class writings on assigned readings. Each will consist of several questions that will cover factual material in the readings but that also will require you to compare and contrast conflicting opinions and make your own informed, critical assessment of the facts.

4. **Student Cautions**

- a. This is a fast-paced, information-intensive course. Be prepared to attend class, take good notes, engage in discussion and actively participate in lab activities. Read all required material and study consistently. Keeping up with the class in this way will help to ensure your success. If you are having difficulty with effective note taking, please see me.
- b. This is a junior-level class at a nationally ranked university. Expect the course to be intellectually challenging.
- c. Two essays will be assigned during the semester. These must be written *in your own words*. Any phrases taken directly from another source must appear in quotes; please keep these to a minimum. The essays will be graded on content, style and clarity. Detailed instructions and a rubric for each will be posted on Blackboard.
- d. Students who wish to drop the course must follow appropriate university procedures to do so. Please do not simply stop attending; this does not drop you from the course.
- e. This is a course in evolutionary biology; therefore, you may find the material to be personally challenging if you have a strong literal belief in the creation stories of the Old Testament, the Koran, the Hindu Upanishads, the Native American cultures, or other traditions. The fossil evidence for human evolution, our behavioral similarities to other primates, human adaptation to local environments, and other theories and facts can be hard to reconcile with Creationism or the 'Intelligent Design' movement. If you have Creationist beliefs, you'll have to make your own decision about whether this course is right for you. You are very welcome to attend, but you'll need to master, critically evaluate and discuss the course material as it's presented.
- f. Feel free to consult the textbook or other scientific sources at any time for verification on any of the material presented in class. One source of information about the scientific basis for evolution can be

found at <http://www.ncseweb.org>. Consult me for other background material, including some excellent video links, on evolution, genetics, etc.

- g. I am happy to discuss in a mutually respectful way any of your concerns about these issues, and I will seek workable solutions that try to reconcile your right to religious and political freedom of belief with my right to academic freedom in teaching, and the university's need to maintain intellectual standards in teaching and grading.

5. **Grades and Assignments**

My obligation to you is to evaluate your work as objectively as possible. Therefore, your grade depends not on the time and effort you devote to the class but on the outcomes of that time and effort, according to the following components:

| Assignment | Points (as percentages of total) |
|--------------------------------|----------------------------------|
| In-class writing exercises (4) | 16% (each worth 4%) |
| In-class lab activities (4) | 28% (each worth 7%) |
| Online Quizzes (best 10 of 11) | 20% (each worth 2%) |
| Take-home Essays (2) | 16% (each worth 8%) |
| Midterm | 10% |
| Final Exam | 10% |
| Total | 100% |

- a. Following university procedures, your grades are available to you at any time upon request. Feel free to ask.
- b. You are free to disagree with any grade earned in this class. However, before I will discuss any grade with you, you must explain in detail and in writing the *specific* nature of your disagreement.
- c. Labs: Come to the labs ready to work in a focused manner; you will probably have difficulty finishing the work by the end of the class period if you do not arrive on time.
The lab activities ideally should be conducted in teams of two, although you may work alone if that is your preference; you may have a maximum of 2 lab partners. Know that it's up to you to make sure that you understand the material in these activities.
The lab activities will be explained on information sheets. If you and your lab partner(s) are unclear on the instructions or unsure of your answers, please do not hesitate to ask your classmates or me. Lab emphasis is more on the process than on the answers!
- d. Quizzes: You will be expected to complete 11 online, multiple-choice quizzes on the material in the textbook outside of class. I will use your 10 highest scores to calculate the quiz portion of your grade. The quizzes are offered through the textbook publisher; your scores automatically will be sent to the Blackboard Gradebook as soon as you click "submit."
The quizzes will follow the weekly schedule (see below). Each quiz must be completed before the first class of the week for which it is assigned. For instance, you may complete the quiz on chapter 4 until class time on September 13th at 11:00AM. Any quiz that has not been completed on time will not be accepted. No exceptions.
Instructions: Go to COURSE MATERIALS in Blackboard and select the appropriate chapter. Scroll down to the bottom and click the link: CHAPTER QUIZ. Quizzes are open book and notes but are timed and are to be done individually. Do not share your quiz answers with other students. The goal of the quizzes is to encourage you to come to class having read the textbook and understood the material in the chapters.
- e. In-class writing: These will be unscheduled and will consist of short essay questions based on the articles that have been assigned for the week. Questions may also require you to integrate material you've learned in lecture and the text with the readings. The goal of these writing assignments is not only to test your comprehension of the material that you have read but to build your critical thinking skills and your ability to communicate complex ideas in writing.
- f. **No makeups for the labs**—if you are late or absent for class you will receive 0 points.

- g. **Exams:** The midterm will be a timed, online test, posted on Blackboard. The final exam will be in-class. Questions for the exams will be taken from class materials: lectures, required readings, films, class discussion and labs. Exam format may include multiple choice, identifications, explanations of graphs, and short essay. The final will be comprehensive in terms of concepts, but with a heavy concentration on material from the last half of the course.
- h. Your grade depends on attending class and also on actively participating in discussions and class activities. Arrive to class having read and thought about the readings. If you miss a lecture, get notes from a classmate. Please do not ask me for notes.
- i. Critical Thinking Rubric for writing assignments:

| | Excellent | Good | Adequate | Vague |
|---|--|---|--|--|
| Explanation of issues | Issue is stated clearly and described comprehensively, delivering relevant information | Issue is stated, described, and clarified but missing some relevant information. | Issue is stated but description without adequate clarification or description. | Issue is stated without clarification or description or issue is misinterpreted. |
| Evidence | Information is identified and with enough interpretation & evaluation to develop a comprehensive analysis. Evidence is clearly differentiated from hypotheses/conclusions. | Information is correctly identified and with enough interpretation & evaluation to develop a coherent analysis. | Information is taken from source(s) with some interpretation & evaluation, but not enough to develop a coherent analysis or synthesis. | Information is incorrect or is not clearly distinguished from hypotheses or conclusions |
| Influence of context and assumptions | Thoroughly identifies assumptions and carefully evaluates the relevance of contexts. | Identifies assumptions. | Questions some assumptions but incorrectly or without clarity. | Lacks an awareness of assumptions. |
| Student's position (perspective or hypothesis) | Specific position is thorough, taking into account the complexities of an issue. | Specific position takes into account the complexities of an issue. | Specific position acknowledges different sides of an issue. | Position is stated but without explanation or development of ideas. |
| Conclusions and related outcomes (implications & consequences) | Conclusions & related implications are logical and reflect student's informed evaluation & ability to place evidence & perspectives discussed in priority order. | Conclusion is logically tied to a range of information; related implications are identified clearly. | Conclusion is tied to information (because it is chosen to fit the desired conclusion); some related implications are identified. | Conclusion is inconsistently tied to the information discussed; related implications are oversimplified. |

- j. I do not plan to offer extra credit.

6. Classroom Etiquette

- Please be seated *before* class begins and stay for the entire class period.
- When class is in session, do *not* use your electronic devices for anything other than taking notes; do not read anything not assigned for the course during class or sleep, disrupt the class verbally or physically, or engage in text messaging. Any time that you violate this rule, you will be subject to expulsion from the class that day.
- Please turn off cell phone ringers and put phones away during class.
- Please wait 15 minutes should I be late for class.

- e. Help create a positive class atmosphere by being polite and respectful and by being attentive and responsive to the instructor.
- f. If class should be cancelled for any reason, all readings/assignments/exams for both missed day(s) and the current day will be due on the day that classes resume.

7. Successful Strategies for Doing Well in this Course

Because I care about your success, I've developed some tips for doing well in this course.

- Get a three-ring binder and keep everything related to the course in it, including this syllabus, PowerPoint printouts, chapter outlines, take-home essay instructions, your graded lab exercises and essays, and your own notes on the readings, lectures, and in-class discussions.
- Read the assignments on time, when you're awake and attentive. Read them by the beginning of the week when they'll be discussed. Take notes on the readings rather than passively highlighting. Think about and digest them. Be ready to ask some reasonable questions about the readings in class.
- Take good notes. Educational experts agree that university-level note-taking requires you to be alert, focused and intellectually engaged with what is being presented in class. *Do not multi-task*. Raise your hand to ask a question if something is unclear. Let me know if I need to slow down. Talk to me after class or during office hours if you would like clarification on something I've said.
- Attend class consistently. I will not monitor or grade attendance. However, more than half of your grade will consist of in-class activities, some of which are unscheduled and none of which will be rescheduled to make-up for absences.

If you treat this course as a soft option, the odds are very good that you will not do well. I am not at all afraid to give a C, D, or F to someone who deserves one. Nor can I be talked out of giving the appropriate grade by a last-minute appearance in my office.

If you find that you are coming to class and doing the work, but are not understanding the material or getting the scores that you wish, please see me or the TA to discuss how you can do better. We will be glad to help.

LECTURE DATES AND TOPICS

| Week and Date | Topics | Readings |
|---------------------------|---|---|
| Wk 1: Aug 18 | Introduction and overview | |
| Wk 2: Aug 23 & 25 | The History of Evolutionary Theory Evolution by Natural Selection | Text: Ch 1 (no quiz) Article: Hawks 2014 |
| Wk 3: Aug 30 & Sept 01 | Review of Genetics Recent Advances in Genomics | Text: Ch 2 Article: Murphy 2013 Article: Mallios 2013 |
| Wk 4: Sept 6 & 8 | Population Genetics Population Genetics Lab | Text: Ch 3 |
| Wk 5: Sept 13 & 15 | Speciation and Phylogenies | Text: Ch 4 Article: Curry 2013 |
| Wk 6: Sept 20 & 22 | Primate Characteristics Fossil Nonhuman Primates | Text: Ch 9 (no quiz) |
| Wk 7: Sept 27 & 29 | Nonhuman Primate Genetics Lab Primate Diversity & Taxonomy | Text: Ch 5 Readings for Essay 1: Sapolsky 2006; Wrangham 2014 |

| | | |
|---------------------------|---|---|
| Wk 8: Oct 04 & 06 | Primate Diversity Primate Mating Systems | Text: Ch 6 Essay 1 Due (Thurs) |
| Wk 9: Oct 11 & 13 | Primate Diversity Lab Implications of Cooperative Care | Edgar 2014 Online Midterm (by Oct 14) |
| Wk 10: Oct 18 & 20 | Life Histories and the Evolution of Intelligence | Text: Ch 8 van Schaik 2006 |
| Wk 11: Oct 25 & 27 | Early Hominins & bipedalism Co-evolution of unique traits | Text: Ch 10 Baras 2016 |
| Wk 12: Nov 01 & 03 | Early evolution of our genus, <i>Homo</i> Hominin Lab | Text: Ch 11 Lieberman 2016 (online video) Wong 2016 |
| Wk 13: Nov 08 & 10 | ***Tues: Fall Break*** Thurs: Later evolution of <i>Homo</i> | Pringle 2013 Stringer 2012 |
| Wk 14: Nov 15 & 17 | Later evolution of our genus, <i>Homo</i> Origin & spread of <i>H. sapiens</i> | Text: Ch 12 Readings for Essay 2: Non et al 2012; Holden 2003 |
| Wk 15: Nov 22 & 24 | Later dispersal & adaptations of modern humans ***Thurs: Thanksgiving Break*** | Text: Ch 13 Essay 2 Due (Tues) |
| Wk 16: Nov 29 & Dec 01 | Human genetic variation cont. and Concepts of race | Text: Ch 14 Miller 2012 Hayden 2013 |

Wednesday, December 7th **Final Exam: 3:00-5:30PM in 131 Brackett**

DETAILED COURSE SCHEDULE:

Evolutionary Theory: Students will review basic genetics, explore modern evolutionary theory from various perspectives, and analyze the mechanisms of trait inheritance and selection in modern humans.

Week 1: Course Introduction

- What is critical thinking? Why is it important – for this course and for everyday life?
- What is biological anthropology and how does the discipline help us to understand ourselves?

Assignments/Activities:

- **Take the California Critical Thinking Skills Test online**

Week 2: The History of Evolutionary Theory

IMPORTANT NOTE: Class will not meet this week because I will be attending an international primate conference. The lectures will be posted online. Please take the time to view the lecture videos during the week so that you will on top of the material for week 3.

- What were some of the predominant ideas regarding biological diversity and change prior to Darwin's theory?
- How does Darwin's theory of evolution differ from previous ideas?
- What evidence did Darwin find to support his theory of natural selection?

- How do scientists study evolutionary adaptations in modern human populations?

Assignments/Activities:

- Read chapter 1: no quiz this week
- Read Hawkes 2014. Still evolving (after all these years)
- Complete posted questions to discuss on Tuesday of week 3

Week 3: Testing Evolutionary Theory & Review of Basic Genetics

- What has happened since Darwin with regard to our understanding of evolution?
- What is the basic structure and function of DNA?
- What is the relationship between genotype and phenotype?
- How does an understanding of genetics inform us as to the mechanisms of evolutionary change?

Assignments/Activities:

- Read chapter 2 and complete **online quiz**
- Read Murphy 2013: The government wants your DNA
- Read Mallios 2013: Supreme court upholds DNA collection of arrestees
- Compare and contrast conflicting opinions on the role of recent genetic technological advances in law enforcement.

These materials and writing assignments are provided to allow you to explore how new scientific advances may interface in complex ways with societal values.

Week 4: Population Genetics

- What are the forces of selection and how does each one function within and between populations?
- How do population geneticists determine whether natural selection is acting on a given human trait?
- What evidence is there that disease has shaped/is shaping human evolution?

Assignments/Activities:

- Read chapter 3 and complete **online quiz**
- Complete the genetics and population biology lab
 - includes working through Hardy-Weinberg problems and unraveling the genotypes of parents and children based on hypothetical scenarios.

The lab is designed for you to examine trait inheritance using the Punnett Square and pedigree charts. You will also explore how simple mathematics can help to clarify the roles of natural selection and drift in human trait variation across populations.

Week 5: Speciation and Phylogenies

- Finish population genetics
- What is a species? How do the various species concepts differ?
- How do species form?
- How does molecular genetics help to inform us about the process of speciation?

Assignments/Activities:

- Read Curry 2013: The milk revolution
- Read chapter 4 and complete **online quiz (Thursday)**

This section will encourage you to evaluate the pros and cons of partitioning the continuous, dynamic process of speciation into manageable and scientifically analyzable (but artificial) categories.

Nonhuman Primate Evolution: Students will examine nonhuman primate adaptations and diversity. Students will explore the trajectory of primate evolution.

Week 6: The Evolution of Primate Characteristics

- What characteristics do primates share?
- What environmental changes propelled primate evolution?
- How do we uncover the sequence of evolutionary change in the primate lineage?

- What evidence is there to support hypotheses of evolutionary change in primates?

Assignments/Activities:

- Read chapter 9: NO QUIZ

Week 7: Diversity of the Living Primates

- What does it mean to be “transitional” in the evolutionary sense of the word?
- What specialized adaptations are seen in modern primates?

Assignments/Activities:

- Read chapter 5 and complete **online quiz**
- Read/watch material for essay #1:
Wrangham 2014: The parallel evolution of humanity and savagery (symposium talk)
<http://carta.anthropogeny.org/events/sessions/evolution-predatory-and-impulsive-violence-0>
Sapolsky 2006: A natural history of peace.
- Complete a lab on molecular evolution in primates

This lab will integrate what you have learned about genetics and natural selection and will focus on physical adaptations. You also will create and interpret phylogenetic trees.

The take-home writing assignment asks you to consider how assumptions about aggression may influence the way we think about our nonhuman primate relatives and about our evolutionary legacy as primates.

Week 8: Primate Diversity and Behavior

- What kinds of societies do primates have?
- Why do primate females always care for their young, while male contributions are more varied?
- Can generalities from nonhuman primate social and mating strategies be applied to humans?

Assignments/Activities:

- Hand in Essay #1
- Read chapter 6 and complete **online quiz**

Week 9: Primate Behavior and Implications of Cooperative Childcare

- What is the evidence for cooperative breeding in humans?
- What are the implications of cooperative childcare for human societies?
- Are humans monogamous?

Assignments/Activities:

- Read Edgar 2014: Powers of two
- Complete a lab on primate diversity and behavior
- Take the Midterm online by 11:59PM, Friday, October 14

The lab is designed to compare primate physical traits, explore how behavior and physiology are inter-related, and to practice and evaluate several different methodologies of primate behavior studies.

The reading examines the evidence and assumptions regarding monogamy in humans

Week 10: Primate Life Histories and the Evolution of Intelligence

- Why do primates live such long lives and have such large brains?
- What were the selection pressures that favored the evolution of intelligence in primates?
- What do nonhuman primates actually *know* and how can we determine what they really do and don't know?

Assignments/Activities:

- Read chapter 8 and complete **online quiz**
- Read van Schaik 2006: Why are some animals so smart?

Human Evolution: Students will analyze different theories regarding the origins of key hominin traits, including bipedalism, slow life history, intelligence, and language.

Week 11: Early Hominins and the Co-evolution of unique hominin traits

- What are the major hominin species from 6-3 million years ago?
- What were the environmental changes that occurred during early hominin evolution?
- What do these fossils tell us about the behavior of these hominins?
- How can we determine whether a fossil primate was bipedal?
- How might these environmental changes have led to the coevolution of bipedalism, large brain size, tool use and language?

Assignments/Activities:

- Read chapter 10 and complete **online quiz**
- Read Baras 2016: We don't know which species should be classed as humans

These readings and the evidence provided in lecture are designed to allow you to evaluate the strengths and weaknesses of hypotheses based on fossil evidence.

Week 12: Early evolution of our genus, Homo

- What characteristics distinguish *Homo* from earlier hominins?
- Who were *Homo erectus* and *Homo ergaster*? Were they separate species?

Assignments/Activities:

- Read chapter 11 and complete **online quiz**
- Read Wong 2016: Mystery human
- Watch: Lieberman 2016: Adaptive shifts accompanying the origin of Homo. CARTA symposium: Origins of Genus Homo
<https://carta.anthropogeny.org/events/sessions/adaptive-shifts-accompanying-origin-homo>
- Complete a lab on human fossil evidence and modern human variation

The lab will allow students to directly examine the evidence of hominin evolution, calculate and interpret measures of modern human variation, and create and interpret graphs from data retrieved from other studies and collected in lab.

Week 13: Later evolution of our genus and early migrations

- Who were the Neanderthals and what do we know about their lives?
- What is the evidence for cognitive and cultural differences and similarities between Neanderthals and anatomically modern humans?

Assignments/Activities:

- Read Stringer 2012: Shared DNA
- Read Pringle 2013: The origins of creativity

Week 14: Appearance of Early Modern Humans

- When and where did anatomically modern humans appear?
- Was there a cognitive "great leap forward" with the arrival of anatomically modern humans?

Assignments/Activities:

- Read chapter 12 and complete **online quiz**
- Read the following articles for essay #2 (due week 15):
 - Non et al. 2012: Education, genetic ancestry, and blood pressure in African Americans and whites
 - Holden 2003: Race and medicine

The readings for the essay will encourage you to identify the assumptions regarding the biological basis of race and the use or misuse of racial categories in medicine.

Week 15: Migrations and Culture of early Modern Humans

- When does modern human behavior appear and what evidence do we have for modern human cognition?
- What is race?

Assignments/Activities:

- Read Chapter 13 and complete **online quiz**

- Hand in Essay #2

Week 16: Human genetic variation and concepts of race

- How has race historically been used to understand human variation?
- Is race a biologically meaningful category?

Assignments/Activities:

- Read Chapter 14 and complete **online quiz**
- Read Miller 2012: A thing or two about twins
- Read Hayden 2013: Ethics – taboo genetics

We will use the readings from last week and this week to examine the interplay between genetics, experience and culture in shaping personality and health

University Academic Integrity Policy

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning'. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

Academic dishonesty is defined as:

- Giving, receiving, or using unauthorized aid on any academic work;
- Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts;
- Copying, editing, or deleting computer files that belong to another person or attempting to do so, or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner.

Clemson's **Office of Academic Integrity** provides extensive resources regarding academic integrity and can help you to comply with standards for avoiding plagiarism, giving credit where credit is due, etc.:

<http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

I use **TurnItIn** to check your written assignments for originality. Clemson's TurnItIn feature can help you analyze the level of similarity of your document with other sources:

http://www.clemson.edu/ccit/learning_tech/computer_training/ott/turnitin/index.html

Using work that you already have completed or are currently working on for another course or purpose is self-plagiarism. Assignments handed in to this course are to be exclusive to this class.

Students with Disabilities

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Title IX Policy

Clemson University's Title IX (Sexual Harassment) Policy is located at: <http://www.clemson.edu/campus-life/campus-services/access/documents/policies/harassment.pdf>

Jerry Knighton serves as Clemson's Title IX coordinator.

