



# Quantitative Research in Anthropology

Department of Anthropology  
The College of Sciences at the University of Central Florida

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## Course Information

**Course name:** Quantitative Research in Anthropology (ANG 5486-0001)

**Class Number:** 90053

**Course ID:** 044778

**Dates:** 8/22/2018 - 12/05/2018

**Course type:** Face to Face Instruction (P)

**Class Notes:** Computer, WWW access, browser, e-mail required.

**Credit hours:** 3.0

**Semester/year:** Fall 2018

**Location:** Health & Public Affairs (HPA1) Room O104

**Day/Time:** Wednesdays 3:00PM - 5:50PM (see schedule below)

## Professor Information

**Professor:** John M. Starbuck, Ph.D.

**Office:** Howard Phillips Hall, Room 409J (check in with desk attendant in 309F)

**Office Hours:** 6:00-8:00 p.m. Wednesdays, after class, or by appointment

**Phone:** 407-823-2124

**E-mail:** Webcourses e-mail (best way to contact me) or [john.starbuck@ucf.edu](mailto:john.starbuck@ucf.edu)

## University Course Catalog Description

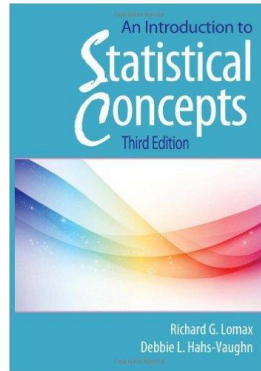
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

## Course Overview and Goals

Students will learn basic statistical principles and techniques for analyzing quantitative data and become familiar with IBM SPSS Statistics software and output. Students will learn how to present quantitative methodologies, conduct statistical analysis, and critique published works.

## Required Textbooks

1. An Introduction to Statistical Concepts (3<sup>rd</sup> edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn.



I highly recommend you purchase this book and keep it beyond this course for future reference.

### **Additional Required Reading**

Numerous handouts and PDFs of published manuscripts will be provided through Webcourses.

### **Required Software**

You will be required to have access to IBM SPSS Statistics (available here on the cloud: <https://my.apps.ucf.edu/vpn/index.html>). Login, select Stat & Data Analysis, and then IBM SPSS Statistics to use the software. I highly recommend you practice with this software as you complete reading assignments and well before any assignments are due because the installation on the cloud is not as functional as the full version.

### **Dr. Starbuck's Graduate Education Philosophy**

Graduate education is not the same as undergraduate education. As an undergraduate you received knowledge from your professors through assigned readings, lectures, and activities. Then you were tested on learning outcomes, knowledge memorization, and retention, via quizzes, exams, written assignments, projects, and various other assignments. Most of the time you basically just had to show up and listen. Some of your education will continue in this manner, but as a graduate student you will also be pushed to become an independent scholar, thinker, and researcher. This means you will become increasingly responsible for finding information on your own rather than waiting to receive knowledge from others. This doesn't mean that you cannot bounce ideas off of others, but individuals with graduate-level educations are expected to be able to take the initiative and necessary steps to acquire knowledge. Additionally, many professors conduct research to generate and disseminate novel, cutting-edge knowledge that may eventually be cited and discussed in textbooks. This is the direction you are moving in as a graduate student. You should be becoming more independent and you ought to be learning how to find information (e.g., peer-reviewed articles, books, etc.) on your own, evaluate its authenticity, and integrate it within your own knowledge matrix rather than asking others to provide that data for you. By taking this career path you will become a knowledge generator and an expert on specific topics. Thus, it is important for you to understand analytical tools (i.e., descriptive and inferential statistics) and how to present your results in numerous venues such as this course, at public events (e.g., conferences, job interviews), as you write and defend your thesis or dissertation results, and throughout the rest of your career, regardless of whether you remain in academia or develop a non-academic career. Based on this philosophy, graduate

students will lead this course by generating and presenting lecture materials to fellow students and facilitating face-to-face discussions of assigned handouts and manuscripts. You will also have homework assignments and a lengthy exam to complete.

### **Collaboration Policy**

We have a mixture of MA and PhD student in this course, and you will likely learn much from each other through interaction during lecture and discussions. You may work together on certain group lectures and discussions as outlined in the syllabus, but all other activities should be completed individually.

### **Attendance Policy**

You are a graduate student and you will be held to high standards. You can miss one day of class per semester (no excuse needed). For each day beyond the first that you miss you will be permanently penalized 10% of your final grade. It doesn't matter if you have a good reason for missing class or not. This penalty will not be reversed, so don't ask. Class and lectures are important to attend so that you can learn course concepts. When you miss class, you take away part of your own learning experience, which could handicap you when analyzing data for your thesis or dissertation. Since many people get sick at least once during a semester, my recommendation would be to save your absence for that possibility and adjust your schedule accordingly for other issues (e.g., conference attendance, data collection, etc.).

### **Organization and Course Requirements**

This class is organized around lectures, discussions, homework assignments, and a test. To earn your grade in this course you will: 1) complete all reading assignments (required book chapters, handouts, and published literature) and additional reading beyond assigned course materials that you find on your own, 2) develop and present lectures in groups based on assigned book chapters, 3) facilitate class discussions in pairs or participate in class discussions, 4) individually complete homework assignments, 5) individually complete an exam to illustrate mastery of course principals, and 6) individually complete beginning and end of the semester online quizzes. You will almost certainly have to meet outside of class and go beyond the assigned readings to complete these goals.

### **Grading**

Grades will be posted under the Canvas gradebook. Your final grade will be based on the following activities:

1. Syllabus and Background Quiz (2% of grade)
2. Develop and present course lecture (2-3 per semester, 30% of grade, in groups of 2-4)
3. Lead class discussions (6-7 per semester, 20% of grade)
4. Participate in all class discussions (15% of grade)
5. Homework assignments (3 per semester, 6% of grade)
6. Take-home exams (1 per semester, 25% of grade)
7. End of Semester Quiz (2% of grade)

\*You must complete all assignments. If you skip any assignments, for any reason whatsoever, you will automatically receive an F in the course. In this course, you will not get to pick and choose which assignments to do in the hopes of barely getting by with a passing grade.

### **Grading Scale**

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%	74-76%	70-73%	67-69%	64-66%	61-63%	0-60%

### **Study Requirements Statement**

You should attend all lectures, complete all reading assignments, and take notes on course material. For most students striving for a B grade or higher, you should expect to spend 9 hours per week on this class outside of class time. Your background knowledge/experience or lack thereof and other variables may require you to spend additional time studying. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, lectures, etc.) will contribute to your learning and to success in this course. Since the textbook is technical and in depth about the topics, I recommend skimming through the reading first, then reading it again in more detail so that you have a greater grasp of the material. Be sure to read the entire chapter, as SPSS instructions are typically at the very end of the chapter. I would also like to recommend making a list of questions or confusing points in the reading to ask your fellow classmates during or after their lecture on that chapter.

### **Webcourses Statement**

We are using an online learning management system called Webcourses (<https://webcourses.ucf.edu/>). Webcourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates.

If you are new to Webcourses, please review the following link:

<http://online.ucf.edu/support/webcourses/other/student-tour/>. I will use Webcourses to e-mail you and post class announcements. You will use Webcourses to access the syllabus, homework assignments, handouts, exams, and other content using the "Files" link. My recommendation is to check Webcourses daily for updates from your teammates or myself.

### **Graduate Student-Led Lecture Information and Requirements**

Being able to read, interpret, and evaluate the accuracy of what you have read is important, regardless of whether your career goals will lead to an academic or non-academic position. The best way to learn statistics is to teach and do statistics. As part of this class, groups of 2-4 graduate students will read assigned book chapters (and additional assigned readings, if applicable), develop a class PowerPoint lecture presentation that should be 30-40 minutes long (per chapter), and present it jointly to the rest of the class. You can use up to 10 minutes of videos during these lectures to illustrate methods or concepts. When discussing SPSS methods covered in reading material, you should include screenshots of SPSS windows and options selected to run particular analyses or you should open SPSS and show us an example in real

time. It is highly likely that you will have to do additional reading beyond the assigned materials. You should find these reading materials on your own. Do not ask me for them. You should expect to be talking and explaining concepts during the rest of the time allotted to lecture. Although you may occasionally receive questions from myself or students in the class, you should mostly plan to be lecturing and presenting information to us during that 30-40 minute time period. Do not expect me or your audience to carry the lecture, as that is your responsibility. You have to show me that you can master the material. Lectures will account for 30% of your final grade. The PowerPoint file, with video links (if applicable), must be delivered to Dr. Starbuck afterwards. You can do this with a jump drive (put in my mailbox with file name), e-mail (if the file size is small), or perhaps by sharing the file online and sending me a download link. Dr. Starbuck will post that PowerPoint file to Webcourses for everyone to review as needed.

This experience will likely be challenging for some of you, but it is a part of being a graduate student. You have to find your voice as an advanced student. You have to learn how to convey the main points and merits of reading material to others. You have to learn how to efficiently work in groups. You have to learn how to process and incorporate new information. You'll likely get as much out of this as you put in. Beyond all of that, the skills you are developing will be useful whether you pursue a career in academia or outside of academia. It will be very obvious to me if you do not understand the concepts you are trying to explain to the class and that will be unacceptable.

### **Graduate Student-Led Discussion Information and Requirements**

Statistics are everywhere. Most articles you read will discuss qualitative and/or quantitative statistics in some manner or another. During this semester, individual students or small groups will be responsible for leading class discussions on assigned handouts and journal articles. Discussion leaders must provide students and instructor with a printout of an outline of the article that includes a brief summary or description and 3 discussion question prompts about the article that relate it back to course material. Discussion leaders are responsible for verbally summarizing the handout/article (likely in more detail than provided on the outline) to the class and discussing its merits, particularly with respect to their use of statistics (if applicable). It is ok to highlight and discuss both strengths and weaknesses. All students must participate in all discussions. If you are consistently quiet or unable to answer questions, your grade will suffer. Discussion leaders can call on any student at any time, but should aim to spread questions across all students. For these exercises, I want to see all of you intellectually digest the articles/handouts and relate them back to what we are learning in class. You may have to do additional research beyond the assigned reading materials, and I encourage this. Following the initial summary, open-ended questions are a good way to get the discussion started. Depending on how the discussion goes, I may or may not chime in, but you should not plan on me leading the discussion or making a response. The goal is for you to learn how to read and critique assigned reading material based on methodological or statistical issues (where relevant, as the topics vary), or to praise those papers that are well-written and do not overstate results (also where relevant). This skill takes time to develop. I expect you to get better at it as the class progresses. Discussion leaders will be graded based on their outline quality and ability to lead and facilitate discussions for an appropriate amount of time. Other students will be graded based on their participation in discussions. If it becomes obvious to me that you are unprepared, your grade will suffer. Discussions should generally last between 15-30 minutes per article, and perhaps a bit

less for the non-technical handouts. Leading discussions will account for 20% of your final grade. Participating in discussions when you are not discussion leader will account for 15% of your final grade. Do not use discussions to personally attack classmates. It is ok to disagree with each other, but do so in a polite and respectable way.

### **Homework Description and Requirements**

Students will complete a total of 3 homework assignments. Each homework assignment will be worth 2% of the final grade (6% total). Homework assignments are designed to provide evidence of mastery of course concepts. Homework assignments will be found on Webcourses under the “Files” link the day before they are assigned. Students will turn in a printed copy of the homework assignment at the beginning of class (3pm) on the due date. If you anticipate a scheduling conflict, please notify me in advance. Typically, I will not accept late homework assignments unless there are special (and most likely documented) circumstances. In those instances where I approve a late assignment, you will be docked 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment. Incomplete homework assignments will not be graded and you will receive a zero for the entire assignment. Failure to complete any assignment will result in you failing the entire course.

### **Exam Description and Requirements**

Students will complete one lengthy exam (100 questions) worth 25% of the final grade. Exams are take-home and open book, but are designed to take you 6-12 hours to complete, so plan accordingly. Makeup exams will not be offered under any circumstances. The exam will be found on Webcourses under the “Files” link on the day it is assigned. Typically, I will not accept late exams unless there are special (and most likely documented) circumstances. In those instances where I approve a late exam, you will be docked 15% per day the exam is late. If I do not give prior approval, you will receive a zero for the assignment. Incomplete exams will not be graded and you will receive a zero for the entire exam. Failure to complete any assignment will result in you failing the entire course.

### **Instructions to Save and Load Datasets:**

If you require technical assistance opening or working with SPSS on MyApps, please use the following link: <https://online.ucf.edu/support/>.

### **Financial Aid Requirement**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. Webcourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **After reviewing this syllabus, students must complete the “Syllabus and Background Quiz” on Canvas by 5pm EST on Friday of the first week of classes.** This quiz consists of multiple choice, true/false, and open-ended questions. It is especially important that you provide accurate information on the open-ended essay questions so that I can gauge your current familiarity with statistics.

**At the end of the semester you will complete an “End of Semester Quiz” to determine how much statistical knowledge you have gained.** Each of these quizzes will account for 2% of your final grade.

### **Ethics Statement**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values and are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

### **Academic Integrity Statement**

Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9>>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule*

<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Duty Military Students Statement**



Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Rules of Conduct Statement**

1. Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.
2. The point of working in the computer lab is to allow you to open SPSS, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

### **How to Contact a Professor by E-mail Statement**

When you contact a professor by e-mail you should adhere to the following guidelines:

1. Only e-mail your professor from your university e-mail address or through the university online management system (i.e., Webcourses, Canvas, etc.).
2. Write your course number, day, and time in the subject line or as your signature (e.g., ANG 5486 3:00-5:50).
3. Choose an appropriate greeting (e.g. Hi Dr. Starbuck or Hello Professor Starbuck, etc.).
4. Be polite.
5. Proofread what you write in the e-mail. Is it concise? Will I understand your question? Did you spell correctly and use appropriate punctuation?

### **Unauthorized Use of Class Materials or Class Notes Statement**

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

### **Thesis and Dissertation Advising Statement**

If you want to discuss your thesis or dissertation work with me to receive suggestions, potential guidance, or constructive criticism, then I have to be added to your committee. After this is done, it is best to schedule a time and date for consultation.

### **Important Dates**

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

## Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due *Lecture and Discussion details are provided in additional tables below
8/22/2018	Introduction to course and syllabus.	N/A	Complete "Syllabus and Background Quiz" on Canvas by August 24th, 5pm EST to verify academic engagement.
8/29/2018	Research presentation. Scientific method. Anthropology history research.	Handout: Reach Key Audience. Handout: Understand Audience. Peregrine et al. 2012. Fuentes et al. 2010. Sherwood and Duren 2013.	Graduate student-led handout and/or article discussions.
9/5/2018	Research communication. Evolutionary research.	Handout: Research Communication Strategy. Handout: Compelling Talks. Gould 1982. O'Rourke 2003. Bradley 2008.	Graduate student-led handout and/or article discussions.
9/12/2018	Introduction to Statistics. Data Representation. Human and primate origins research.	Lomax Chapters 1&2. Handout: SPSS. DeSilva and Lesnik 2008.	Homework 1 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
9/19/2018	Research visuals. Bioarchaeology research.	Handout: Informative Visuals. Agarwal 2012. Kutterer and Alt 2008. Wilkinson 2010.	Graduate student-led handout and/or article discussions.
9/26/2018	Univariate Population Parameters and Sample Statistics. Normal Distribution and Standard Scores. Human biology research.	Lomax Chapters 3&4. Relethford 2009.	Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
10/3/2018	Research planning. Human variation research. Human diversity research.	Handout: Planning Research. Bastir et al. 2011. Ferrario et al. 1998. Jablonski and Chaplin 2012.	Graduate student-led handout and/or article discussions.

10/10/2018	Research presentation. Human variation research.	Handout: Present Research. Butaric and Maddux 2016. Perez and Monteiro 2009. Ruff 1980.	Graduate student-led handout and/or article discussions.
10/17/2018	Introduction to Probability and Sample Statistics. Repeated Measures and Reliability. Biomedical anthropology research.	Lomax Chapter 5. Handout: Repeated Measures and Reliability. Johnston and Low 1984. Wienker 1984.	Homework 2 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
10/24/2018	Morphometrics research.	Ward 1989. Farkas 2004. Ward and Meaney 1984.	Graduate student-led handout and/or article discussions.
10/31/2018	Advanced morphometrics research.	Lele and Richtsmeier 1991. DeLeon 2007. Simpson and Henneberg 2002.	Graduate student-led handout and/or article discussions.
11/7/2018	Introduction to Hypothesis Testing: Inferences About a Single Mean. Measurement error research.	Lomax chapter 6. Handout: Quantifying Measurement Error. Aldridge et al. 2005. Jamison and Ward 1993.	Homework 3 due beginning of class. Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
11/14/2018	Inferences About the Difference Between Two Means. Nonparametric Alternative Tests (Mann-Whitney and Wilcoxon). Advanced biomedical anthropology research.	Lomax chapter 7. Handout: Mann-Whitney and Wilcoxon. DeLeon and Richtsmeier 2009. Hill et al. 2011.	Graduate student-led chapter presentation(s). Graduate student-led handout and/or article discussions.
11/21/2018	No class meeting.	Happy Thanksgiving!	Work on Exam 1
11/28/2018	No class meeting.	N/A	Exam 1 due by 5:50 p.m. - E-mail to Dr. Starbuck ( <a href="mailto:john.starbuck@ucf.edu">john.starbuck@ucf.edu</a> ). Early submission encouraged.
12/5/2018	Finals Week.	N/A	Complete End of Semester Quiz on Canvas by 5pm.

<b>Date</b>	<b>Assigned Reading</b>	<b>Graduate Student Lecture Group</b>
9/12/18	Lomax Chapter 1	Students 1, 12
9/12/18	Lomax Chapter 2	Students 2, 4, 10
9/26/18	Lomax Chapter 3	Students 5, 6, 7
9/26/18	Lomax Chapter 4	Students 8, 9, 12, 3
10/17/18	Lomax Chapter 5 and Handout: Repeated Measures and Reliability.	Students 11, 1, 2, 3
11/7/18	Lomax Chapter 6 and Handout: Quantifying Measurement Error.	Students 4, 5, 6, 7
11/14/18	Lomax Chapter 7 and Handout: Mann-Whitney and Wilcoxon	Students 8, 9, 10, 11

\*See Webcourses handout “Student Numbers” for assigned numbers.

<b>Date</b>	<b>Assigned Reading</b>	<b>Graduate Student Discussion Leader</b>
8/29/18	Handout: Reach Key Audience.	Student 1, 12
8/29/18	Handout: Understand Audience.	Student 2, 11
8/29/18	Peregrine et al. 2012.	Student 3, 10
8/29/18	Fuentes et al. 2010.	Student 4, 9
8/29/18	Sherwood and Duren 2013.	Student 5, 8
9/5/18	Handout: Research Communication Strategy.	Student 6, 7
9/5/18	Handout: Compelling Talks.	Student 7, 6
9/5/18	Gould 1982.	Student 8, 5
9/5/18	O'Rourke 2003.	Student 9, 4
9/5/18	Bradley 2008.	Student 10, 1
9/12/18	Handout: SPSS	<i>Informative, No Discussion</i>
9/12/18	DeSilva and Lesnik 2008.	Student 11, 12
9/19/18	Handout: Informative Visuals.	Student 1, 3
9/19/18	Agarwal 2012.	Student 2, 3
9/19/18	Kutterer and Alt 2008.	Student 3, 9
9/19/18	Wilkinson 2010.	Student 4, 5
9/26/18	Relethford 2009.	Student 5, 12
10/3/18	Handout: Planning Research.	Student 6, 2
10/3/18	Bastir et al. 2011.	Student 7, 11
10/3/18	Ferrario et al. 1998.	Student 8, 10
10/3/18	Jablonski and Chaplin 2012.	Student 9, 6
10/10/18	Handout: Present Research.	Student 10, 1
10/10/18	Butaric and Maddux 2016.	Student 11, 4

10/10/18	Perez and Monteiro 2009.	Student 1, 11
10/10/18	Ruff 1980.	Student 2, 10
10/17/18	Johnston and Low 1984.	Student 3, 8
10/17/18	Wienker 1984.	Student 4, 12
10/24/18	Ward 1989.	Student 5, 7
10/24/18	Farkas 2004.	Student 6, 5
10/24/18	Ward and Meaney 1984.	Student 7, 6
10/31/18	Lele and Richtsmeier 1991.	Student 8, 4
10/31/18	DeLeon 2007.	Student 9, 12
10/31/18	Simpson and Henneberg 2002.	Student 10, 2
11/7/18	Aldridge et al. 2005.	Student 11, 1
11/7/18	Jamison and Ward 1993.	Student 12, 7
11/14/18	DeLeon and Richtsmeier 2009.	Student 2, 8
11/14/18	Hill et al. 2011.	Student 3, 9

\*See Webcourses handout “Student Numbers” for assigned numbers.



## ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2018</i>
Office:	<i>Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>M</i>
E-Mail:	<i><a href="mailto:scott.branting@ucf.edu">scott.branting@ucf.edu</a></i>	Class Meeting Hours:	<i>9:30am – 12:20pm</i>
Website:	<i>Canvas</i>	Class Location:	<i>HPA1 – 111</i>
Office Hours:	<i>Dr. Branting M 1:00-3:00 or by appointment</i>	TA:	<i>Thomas Lee</i>
	<i>Thomas Tu 2:00-3:30, F 10:30-12:00, or by appointment</i>	TA email:	<i>tomlee@knights.ucf.edu</i>

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#### University Course Catalog Description

This course provides an introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

## Course Prerequisites

None

## Required Text and Articles

Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF). The following texts are also required for the course:

- Bolstad, P. (2016): GIS Fundamentals: A First Text on Geographic Information Systems (5<sup>th</sup> Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis.

## Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday of Week 1, August 24 <sup>th</sup> , at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Monday at 9:30am on the following week via webcourses	40%	40
Participation in Classroom Activities - Graduate students are expected to take a larger participatory role	Usually in class each Monday	4%	2
Undergraduate Grant Application or Graduate Grant Application	Monday November 26 <sup>th</sup> at 9:30am	45%	45
Oral Presentation of Project	Assigned Classroom Period in Week 15 and Finals Week	10%	10

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

<i>Letter Grade</i>	<i>Points</i>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook ([www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

### Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services ([sas.sdes.ucf.edu](http://sas.sdes.ucf.edu)) and should also speak with me at the start of the semester to



discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

**University Writing Center:** The University Writing Center ([uwc.cah.ucf.edu](http://uwc.cah.ucf.edu)) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

### **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts. For more information see: [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

### **Accommodations for Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **Attendance**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

### **Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

### **Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### **Grades of "Incomplete"**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	M	Aug. 20	What is GIS  Course Introduction, What is GIS, Assignment of GIS Examples, Syllabus Quiz  <b>ASSIGNMENT: Syllabus Quiz due Fri. Aug. 24<sup>th</sup>, 3pm</b>	<b>Bolstad pp. 1-24</b>  <b>Wheatley and Gillings pp. 1-21</b>
2	M	Aug. 27	GIS Projects - Data and basic manipulation  Classroom session with GIS Examples from Class and Introduction to GIS Lab  <b>ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)</b>	<b>Wheatley and Gillings pp. 23-58;</b>  <b>Bolstad pp. 170-193; 373-419; 617-636</b>  For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 29-169.
3	M	Sept 3	<b>Labor Day – No Classroom Session</b>	
4	M	Sept 10	Data Collection, Surveys, Surveying  Classroom session and GIS Data Lab  <b>ASSIGNMENT: Introduction to GIS Lab Due, Monday Sept 10 at start of class</b>	<b>Wheatley and Gillings pp. 59-87</b>  <b>Bolstad pp. 331-364; 297-327</b>  For additional information on GPS and surveying see: Bolstad pp. 203-239.

5	M	Sept 17	<p>Remote Sensing</p> <p>Classroom session and Remote Sensing Lab</p> <p><b>ASSIGNMENT: GIS Data Lab Due, Monday Sept 17 at start of class</b></p>	<p><b>Bolstad pp. 247-291</b></p> <p>For additional types of raster based analysis see: Bolstad pp. 443-473.</p> <p>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</p> <p>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</p>
6	M	Sept 24	<p>Quantitative and Qualitative Data</p> <p>Classroom session and Integration Lab</p> <p><b>ASSIGNMENT: Remote Sensing Lab Due, Monday Sept 24 at start of class</b></p>	<p>Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"</p> <p>Boschmann and Cubbon (2014): "Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research"</p>
7	M	Oct 1	<p>Perception – Viewsheds, Soundsheds, Smellsheds</p> <p>Classroom session and Perception Lab</p> <p><b>ASSIGNMENT: Integration Lab Due, Monday Oct 1 at start of class</b></p>	<p>Wheatley and Gillings pp. 201-216;</p> <p>Nutsford et al. (2015): "Personalizing the Viewshed: Visibility Analysis from the Human Perspective";</p> <p>Brabyn (2015): "Modelling landscape experience using 'experions'"</p>
8	M	Oct 8	<p>Transportation and Movement</p> <p>Classroom session and Transportation Lab</p> <p><b>ASSIGNMENT: Perception Lab Due, Monday Oct 8 at start of class</b></p>	<p>Bolstad pp. 420-428</p> <p>Hall and Smith (2014): "Knowing the City: maps, mobility, and urban outreach work";</p> <p>Branting (2012): "Seven Solutions for Seven Problems with Least Cost Pathways"</p>

9	M	Oct 15	<p>Location – Boundaries, Borderlands, Central places, Spatial Hierarchies</p> <p>Classroom session and Location Theory Lab</p> <p><b>ASSIGNMENT: Transportation Lab Due, Monday Oct 15 at start of class</b></p>	<p>Wheatley and Gillings pp. 147-164;</p> <p>Wright (1986): “The Evolution of Civilizations”;</p> <p>Mu and Wang (2006): “Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy”</p>
10	M	Oct 22	<p>Demography – Population, Densities, Interactions</p> <p>Classroom session and Demography Theory Lab</p> <p><b>ASSIGNMENT: Location Theory Lab Due, Monday Oct 22 at start of class</b></p>	<p>Naroll (1962): “Floor Area and Settlement Population”;</p> <p>Reibel (2007): “Geographic Information Systems and Spatial Data Processing in Demography: a Review”;</p> <p>Khormi and Kumar (2011): “Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study”</p>
11	M	Oct 29	<p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session Spatial Analysis Lab and Proposal Preparation</p> <p><b>ASSIGNMENT: Demography Theory Lab Due, Monday Oct 29 at start of class</b></p>	<p>Wheatley and Gillings pp. 89-106, 125-146, 183-200;</p> <p>Bolstad pp. 519-560, 571-606</p> <p>Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”;</p> <p>Vogel et al. (2016): “The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i>”</p>

12	M	Nov 5	<p>Visualization and Virtual Reality</p> <p>Classroom session Visualization Lab and Proposal Preparation</p> <p><b>ASSIGNMENT: Spatial Analysis Lab Due, Monday Nov 5 at start of class</b></p>	<p>Wilhelmson and Dell'Unto (2015): "Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context";</p> <p>Verykokou et al. (2016): "Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"</p>
13	M	Nov 12	Veterans Day – No Classroom Session	
14	M	Nov 19	<p>Visualization Project Showcase</p> <p>Visualization Projects Showcase and Proposal Preparation Class</p> <p><b>ASSIGNMENT: Visualization Lab Due, Monday Nov 19 at start of class</b></p>	
15	M	Nov 26	<p><b>STUDENT PRESENTATIONS</b></p> <p><b>ASSIGNMENT DUE AT START OF CLASS</b> Monday Nov 26 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)</p>	
Finals	M	Dec 3	<p><b>STUDENT PRESENTATIONS</b></p> <p>*Note Different Time: 10:00-12:50pm</p>	

### Article Bibliography

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Johnson, Gregory A.

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2016 Appendix A: Imaging sensor systems and remote sensing satellites. In *Image Processing and GIS for Remote Sensing: Techniques and Applications (Second Edition)*. Jian Guo Liu and Philippa J. Mason, eds. Pp. 427-439. Chichester, UK: John Wiley & Sons.

Masini, Nicola and Rosa Lasaponara

2017 Sensing the Past from Space: Approaches to Site Detection. In *Sensing the Past: From artifact to historical site*. Nicola Masini and Francesco Soldovieri, eds. Pp. 23-60. Cham, Switzerland: Springer.

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Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis  
2016 Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows. In *Digital Heritage: Progress in Cultural Heritage: Documentation, Preservation, and Protection*. Marinos Ioannides, Eleanor Fink, Antonia Moropoulou, Monika Hagedorn-Saupe, Antonella Fresa, Funnar Liestøl, Vlatka Rajcic, and Pierre Grussenmeyer, eds. Pp. 50-62. Cham, Switzerland: Springer.

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# Proseminar in Anthropology

ANG 6002 (0001) ▪ Fall 2018

Department of Anthropology ▪ College of Sciences ▪ University of Central Florida

## Course Information

**Course name:** Proseminar in Anthropology  
**Course ID:** ANG 6002 (0001)  
**Credit hours:** 3.0 hours  
**Semester/year:** Fall 2018  
**Location & time:** HPH 409M Mondays 6:00-8:50pm

## Professor Contact

**Instructor:** Dr. Lana Williams  
**Main office:** Phillips Hall 309F  
**Office hours:** Thursday 9:30-11:30am (UCF Main Campus) or by appointment  
**Phone:** 407-823-2227  
**E-mail:** via WebCourses Inbox (or lana.williams@ucf.edu)

## University Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology.

**Prerequisites:** Admission to Anthropology MA, PhD or CI.

## What is this course about?

This course is designed as an graduate anthropology working group, exploring the inner workings of professional anthropology through current central concepts, theories, resources, and research methods, all of which are necessary for a successful career as an anthropologist practitioner. Using research, writings, and activities shared by us in our four-field approach, we will examine an array of skills and practical knowledge that will guide you producing the highest quality scholarship and meeting the expectations of a flourishing non-academic anthropology employment market.

Considering the multidisciplinary nature of anthropology, this course will focus on the following key areas of inquiry:

- Goals in pursuing anthropology as a career
- Research design, methods and presentation style
- Professional portfolios and skill evaluation for employment
- Grant writing and publishing processes
- Academic and non-academic practices and opportunities
- Ethical considerations and professional advocacy and actions



## What skills will I develop in this course?

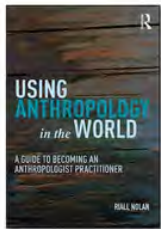
Emphasis is placed on developing the analytical and professional skills and supporting documentations necessary to begin a successful career as an anthropologist practitioner.

After successful completing this course, you should be able to:

- Refine your career goals and clarify what skills need further development
- Professional design and manage projects and present results
- Critically evaluate the work environment and practice ethical decision making skills
- Produce high-quality written work that informs others of your scholarship and professional abilities
- Present information in a manner that engages colleagues and also reflects on the generation and dissemination of that knowledge.
- Actively and successfully pursue academic and non-academic opportunities that fit your skills and knowledge base.

## What textbooks will I need?

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for assignments and class discussion. Any additional required readings (outside of these texts) will be provided in your online course materials.



### ***Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner***

Author: Riall Nolan  
Edition: 1st edition  
Year: 2017  
Publisher: Routledge  
ISBN: 9781611329506

Available in paperback, eBook and rental formats



### ***Research Design***

Author: J.W. Creswell and J.D. Creswell  
Edition: 5th edition  
Year: 2018  
Publisher: Sage Publications  
ISBN: 9781506386706

Available in paperback, eBook and rental formats

## Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams within the SAS facilities.**

## What are the course requirements?

The Fall 2018 semester begins on **AUG 20, 2018** and ends on **DEC 08, 2018**. Over this period, you will be expected to:

- submit responses in a required academic activity to start the course;
- review learning module materials, including any assigned media content and readings;
- participate in all weekly class discussions, presentations, and peer reviews of written work;
- submit 10 Career activities;

- submit 4 Professional Portfolio documents;
- submit 10 Research Design assignments (5 are collaborative project work);
- produce a research poster and present your findings in a professional final seminar (collaborative project).

In each course module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week. The modules contain your assignments, links to information websites, and additional learning and media content. All written work submitted online for grading **will be evaluated for plagiarism** during the grading process.

All graded work is due on an assigned schedule, and once an assignment due date has passed, it will no longer be accepted for late grading unless approved by the professor. Please **note the due dates carefully**. I will not reopen a missed assignment unless there is a valid, verifiable excuse (see section below on missed class discussions and assignments). You are advised of this from the start, and you should recognize that it is your academic responsibility to be aware of all due dates for this course.

## How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbooks as soon as possible**.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Expectations and Take Aways](#) in the COURSE INTRO: Things You Should Know by **11:59pm EST on AUG 24, 2018**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your graduate funding.

## How will I be evaluated and graded?

Your final grade for the course is weighted and based on your performance in the following:

Assessment:	Points Possible	% Final Grade
Career Activities (10)	100	30%
Professional Portfolio (4)	200	20%
Research Design (10)	200	30%
Poster and Presentation	100	20%
<i>Total Possible</i>	<i>600</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from class and readings in online quizzes, exams and discussion assignments, as well as in classroom group and general discussion.

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief assessment your expectations and what you would like to take away from this course.
- **Career Activities:** These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist practitioner.
- **Professional Portfolio:** You will need to produce four documents (e.g., CV or resume) that reflect your experiences, goals and abilities as a researcher, teacher, prospective employee, and professional writer.

- **Research Design:** These assignments are structured around individual and collaborative work in designing a research project, applying theory, and interpreting and reporting results. You will be working with a fellow colleague on a selection of these assignments with the outcomes directed toward producing your final project poster and presentation.
- **Poster and Presentation:** You and a colleague will produce a professional conference poster based on the collaborative Research Design assignments. You are expected to present your work and findings during a final course seminar.

The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	76 - 79%
A-	90 - 94%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

**NOTE:** As per UCF rules, any grade below a B- in a graduate course **does** count toward your GPA but **does not** count toward completion of the degree program.

## *How do I view my grades?*

You can access your assignment grades through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three-to-five days after the final due date. For other written work (e.g., portfolio and research design), grades will be available within seven-to-ten days after the assignment due date.

When an assignment quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

## *What if I miss a class discussion or assignment due date?*

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks).

With this in mind, the following circumstances require academic responsibility on your part:

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of an assignment opening online to receive any extension on due dates.
- If you are a **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- If you find yourself in a situation where you are **going to miss a class**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the class start time. You must also provide valid, verifiable documentation explaining your absence to make up any coursework. If you are provided the opportunity to make up coursework, it must be completed **within five days of the missed due date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process and the professor has been notified. In these instances, the problem can be easily verified within the WebCourses system.

## What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several [Online Resources to Support Academic Success](#) available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the [University Writing Center](#), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Study help** from the [Student Academic Resource Center](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](#) <sup>2</sup>, so you can avoid undesirable academic outcomes.

## How is respect for diversity maintained?

This seminar will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in seminar discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

## How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on an exam or any other course work **will not be tolerated** and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information. **All written work for this course is automatically reviewed for plagiarism and cheating during the grading process.**

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else, do not use the work of someone else as yours, and above all, do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

I will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (i.e., individualized extra assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## Why should I use WebCourse Inbox?

In this course, our **official mode of communication outside of class is the secure WebCourses Inbox system.** It is your responsibility to check the WebCourses Inbox and Announcements at least twice per week. You may also use your UCF Knight's Email account for communication. **If you use the UCF Knights Mail system,** please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours.** Please keep in mind that I may only check my UCF email once, if at all, during the weekend hours. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **correspondence regarding assignments, grades, or class materials must utilize the WebCourses Inbox or UCF Knight's Mail system.** I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, I will not respond to:

FM: partaymnstr18@gmail.com  
"Hey! When are exam grades posted? Did I do ok? ATM AFC!"  
Sent from iPhone.

## What are the technology and software requirements?

At a minimum, you will need the following for this course:

- Access to a reliable laptop or desktop computer **at least three times a week.** If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations.](#)
- Reliable broadband internet access
- A [compatible web browser](#)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint Viewer, or the equivalent (through [Office 365](#)) on the computer commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please visit the following websites to access and install or upgrade to the most current versions of these products:



[Get Adobe Reader](#) <sup>↗</sup>



[Get PowerPoint Viewer](#) <sup>↗</sup>

## Who do I contact if something online isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor so we can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through [WebCourses@UCF Support](#)
- A built-in 'Help' button for Online Support and WebCourses system is located in the upper, right-hand corner of the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to Online@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows professors to review a student's progress and activities while logged into the course. This assists students and professors in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." **excuses can be traced and verified.**

## What should I know about copyright and third-party software?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online course environment and your use only.** All copyright materials are credited to the copyright holder.

In addition, third party sites (e.g., OneClass, StuDoc, Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site. Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

## What is the seminar discussion and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements** in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Date	Details	
Fri Aug 24, 2018	 REQUIRED ACTIVITY: Expectations and Take Aways	due by 11:59pm
Sun Aug 26, 2018	 CAREER ACTIVITY 1: Educational Relevancy Transcript	due by 11:59pm
Sun Sep 2, 2018	 RESEARCH DESIGN 1: Selecting a Research Worldview	due by 11:59pm
Sun Sep 9, 2018	 CAREER ACTIVITY 2: Practitioner Interview	due by 11:59pm
	 CAREER ACTIVITY 3: T-Shapes and Objectives	due by 11:59pm
	 RESEARCH DESIGN 2: Mapping Literature Reviews	due by 11:59pm
Sun Sep 16, 2018	 RESEARCH DESIGN 3: The Theoretical Lens	due by 11:59pm
Wed Sep 19, 2018	 PORTFOLIO 1: Research Statement	due by 11:59pm
Sun Sep 23, 2018	 RESEARCH DESIGN 4: Good Writing = Good Science?	due by 11:59pm
Sun Sep 30, 2018	 CAREER ACTIVITY 4: CV / Resumé Review	due by 11:59pm
	 RESEARCH DESIGN 5: Having a Hook	due by 11:59pm
Wed Oct 3, 2018	 PORTFOLIO 2: CVs and Resumes	due by 11:59pm
Sun Oct 7, 2018	 CAREER ACTIVITY 5: Job Postings and Descriptions	due by 11:59pm
	 RESEARCH DESIGN 6: Stating Your Purpose	due by 11:59pm
Wed Oct 10, 2018	 FINAL PROJECT: Proposal	due by 11:59pm
Sun Oct 14, 2018	 RESEARCH DESIGN 7: Constructing Questions	due by 11:59pm
Wed Oct 17, 2018	 PORTFOLIO 3: Teaching Assignment	due by 11:59pm
Sun Oct 21, 2018	 CAREER ACTIVITY 6: Tables, Charts and Graphs, Oh My!	due by 11:59pm
	 RESEARCH DESIGN 8: Experiments and Surveys	due by 11:59pm
Sun Oct 28, 2018	 CAREER ACTIVITY 7: Show Me the Money	due by 11:59pm
	 RESEARCH DESIGN 9: Reflexivity and Validity	due by 11:59pm
Sun Nov 4, 2018	 CAREER ACTIVITY 8: Go SWOT Yourself	due by 11:59pm
	 RESEARCH DESIGN 10: Mixing Methods	due by 11:59pm
Wed Nov 7, 2018	 PORTFOLIO 4: Cover Letter	due by 11:59pm
Sun Nov 11, 2018	 CAREER ACTIVITY 9: Rules of Engagement	due by 11:59pm
Sun Nov 18, 2018	 CAREER ACTIVITY 10: Professional Work/Life Balance	due by 11:59pm
Wed Nov 21, 2018	 FINAL PROJECT: Poster	due by 11:59pm
Mon Dec 3, 2018	 FINAL PROJECT: Seminar Presentation	due by 12pm

# Course Syllabus

[Jump to Today](#)



## Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Anthropology MA or CI.

Fall 2018: Wednesdays at 6-8:50pm in HPH 409M, Face to Face

## Instructor Contact Information

**Professor:** Stacy Barber

**Office:** Howard Phillips Hall 309D

**Course-Related Email:** Webcourses Email Client

**Secondary Email:** sarah.barber@ucf.edu

**Phone:** (407) 823-2207

**Office Hours:** 3:00-4:00 pm Wednesday (dedicated to this class), 2:00-4:00 pm Mondays (general), or by appointment

## Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology's subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

## Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:



- 1) articulate how theory informs archaeological research;
- 2) explain the principles behind some of the major archaeological methods;
- 3) articulate the basic tenets of the major theoretical schools of archaeology in the 20<sup>th</sup> and 21<sup>st</sup> centuries and understand how these connect to broader trends in anthropology as a whole;
- 4) recognize theoretical approaches in published research;
- 5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;
- 6) articulate the principles governing ethical archaeological practice; and
- 7) apply theoretical approaches and ethical principles to their own research.

## Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Johnson, Matthew, *Archaeological Theory*, 2<sup>nd</sup> edition. 2010, Oxford: Blackwell.

## Useful Web Sites

- Society for American Archaeology: [saa.org](http://www.saa.org/) (<http://www.saa.org/>)
- American Anthropological Association: [aaanet.org](http://www.aaanet.org/) (<http://www.aaanet.org/>)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) (<http://www.archaeological.org/>)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) (<http://www.archaeologychannel.org/>)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html> (<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) (<http://www.shovelbums.org/>)

## Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Due Date	Weight	
			Toward Final Grade	Point Value
Participation and	Routinely contributing to the class	Weekly	12	120

Attendance	discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class.  Submitted in person			
Discussion leadership	Leading part of the class discussion for one week of class	Once per semester	10	100
Weekly written assignments	The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries.  Submitted through Webcourses.	11:59pm the day after class	13	130
Bibliography	A 15-source bibliography for your term paper, with the five most important sources annotated.  Submitted through Webcourses.	October 19 at 11:59pm	10	100
Term paper	A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words).  Submitted through Webcourses.	Due December 4 at 9:00am	40	400
Presentation	A 15-minute, SAA-style presentation of the subject matter of the term paper, followed by 5 minutes of Q&A	November 28 in class	15	150
Final Exam	There is no final exam in this course		0	0
TOTAL			100	1000

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.

- Attendance will be determined by your submission of a brief (1 page front and back per reading, max!) outline or summary of each reading that includes 1-2 questions per reading at the bottom of the page. These will be physical pieces of paper, used to demonstrate your presence in class. The content will *not* be graded although your questions will be anonymously judged by your peers when I randomly select a couple for discussion during class.
- You may need to work as a team to complete the discussion leadership requirement. If you don't pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

## Grading Scale

Letter Grade	Percent of Total Raw Score
A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below

## Policies

Topic	Policy
Contacting the professor	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF.

You are expected to complete assignments on-time regardless of technological difficulties.

#### Accessing On-line Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Readings unavailable through the UCF Libraries website will also be available through Webcourses.

#### Grading and evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus.

If you receive two √- grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three √- grades on weekly written assignments will result in your final grade being dropped by 1 letter.

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter.

#### Attendance and Participation

If you receive a √- grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three √- grades in participation will result in your grade being dropped by 1 letter.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

#### Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

I will give students **one** opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).

#### Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

#### Course Accessibility

We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>)> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

#### Emergency Procedures

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (<http://www.ehs.ucf.edu/AEDLocations-UCF>) > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu/>) > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements







Deployed Active  
Military Students
















## Summary of Topics:

Week-Class Date: Topic:












1--August 22	What is Archaeological Theory?
2--August 29	Archaeology as Anthropology
3--September 5	Fieldwork (term paper topic preferences due this week)
4--September 12	Early Professional Archaeology
5--September 19	Dating techniques
6--September 26	New Archaeology
7--October 3	The Postprocessual Critique
8--October 10	Processual, Processual-plus, and Marxist Archaeologies
9--October 17	Agency and Agency-Related Approaches
10--October 24	Gender and Identity
11--October 31	Landscape and Geospatial Methods
12--November 7	Curation, Stakeholders, and the Public (annotated bibliography due this week)
13--November 14	Where we go from here (final weekly writing assignment due this week)
14--November 21	Presentations
15--November 28	Presentations (if necessary)

## Course Summary:

Date	Details	
Fri Aug 24, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728571">Week 1 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728571">https://webcourses.ucf.edu/courses/1300706/assignments/5728571</a> )	due by 11:59pm
Thu Aug 30, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728575">Week 2 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728575">https://webcourses.ucf.edu/courses/1300706/assignments/5728575</a> )	due by 11:59pm
Thu Sep 6, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728579">Week 3 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728579">https://webcourses.ucf.edu/courses/1300706/assignments/5728579</a> )	due by 11:59pm
Wed Sep 19, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728553">Term Paper Topics</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728553">https://webcourses.ucf.edu/courses/1300706/assignments/5728553</a> )	due by 11:59pm
Thu Sep 20, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728583">Week 4 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728583">https://webcourses.ucf.edu/courses/1300706/assignments/5728583</a> )	due by 11:59pm
Tue Sep 25, 2018	 <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728585">Week 5</a> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728585">https://webcourses.ucf.edu/courses/1300706/assignments/5728585</a> )	due by 11:59pm

Date	Details	
Thu Sep 27, 2018	 <b><u>Week 5 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728587">https://webcourses.ucf.edu/courses/1300706/assignments/5728587</a>	due by 11:59pm
Tue Oct 2, 2018	 <b><u>Week 6</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728589">https://webcourses.ucf.edu/courses/1300706/assignments/5728589</a>	due by 11:59pm
Thu Oct 4, 2018	 <b><u>Week 6 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728591">https://webcourses.ucf.edu/courses/1300706/assignments/5728591</a>	due by 11:59pm
Tue Oct 9, 2018	 <b><u>Week 7</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728593">https://webcourses.ucf.edu/courses/1300706/assignments/5728593</a>	due by 11:59pm
Thu Oct 11, 2018	 <b><u>Week 7 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728595">https://webcourses.ucf.edu/courses/1300706/assignments/5728595</a>	due by 11:59pm
Tue Oct 16, 2018	 <b><u>Week 8</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728597">https://webcourses.ucf.edu/courses/1300706/assignments/5728597</a>	due by 11:59pm
Thu Oct 18, 2018	 <b><u>Week 8 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728599">https://webcourses.ucf.edu/courses/1300706/assignments/5728599</a>	due by 11:59pm
Fri Oct 19, 2018	 <b><u>Bibliography</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728541">https://webcourses.ucf.edu/courses/1300706/assignments/5728541</a>	due by 11:59pm
Tue Oct 23, 2018	 <b><u>Week 9</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728601">https://webcourses.ucf.edu/courses/1300706/assignments/5728601</a>	due by 11:59pm
Thu Oct 25, 2018	 <b><u>Week 9 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728603">https://webcourses.ucf.edu/courses/1300706/assignments/5728603</a>	due by 11:59pm
Tue Oct 30, 2018	 <b><u>Week 10</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728557">https://webcourses.ucf.edu/courses/1300706/assignments/5728557</a>	due by 11:59pm
Thu Nov 1, 2018	 <b><u>Week 10 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728559">https://webcourses.ucf.edu/courses/1300706/assignments/5728559</a>	due by 11:59pm
Tue Nov 6, 2018	 <b><u>Week 12</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728563">https://webcourses.ucf.edu/courses/1300706/assignments/5728563</a>	due by 11:59pm
Thu Nov 8, 2018	 <b><u>Week 11 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728561">https://webcourses.ucf.edu/courses/1300706/assignments/5728561</a>	due by 11:59pm
	 <b><u>Week 12 Writing Assignment</u></b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728565">https://webcourses.ucf.edu/courses/1300706/assignments/5728565</a>	due by 11:59pm



Date	Details	due by
Tue Nov 13, 2018	 <b>Week 13</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728567">https://webcourses.ucf.edu/courses/1300706/assignments/5728567</a>	due by 11:59pm
Thu Nov 15, 2018	 <b>Week 13 Writing Assignment</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728569">https://webcourses.ucf.edu/courses/1300706/assignments/5728569</a>	due by 11:59pm
Wed Nov 28, 2018	 <b>Presentation</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728551">https://webcourses.ucf.edu/courses/1300706/assignments/5728551</a>	due by 6pm
	 <b>Class Participation</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728543">https://webcourses.ucf.edu/courses/1300706/assignments/5728543</a>	due by 11:59pm
Tue Dec 4, 2018	 <b>Final Paper</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728549">https://webcourses.ucf.edu/courses/1300706/assignments/5728549</a>	due by 9am
	 <b>Discussion Leadership</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728545">https://webcourses.ucf.edu/courses/1300706/assignments/5728545</a>	due by 11:59pm
Wed Dec 12, 2018	 <b>Final Grade</b> <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728547">https://webcourses.ucf.edu/courses/1300706/assignments/5728547</a>	due by 12pm
	 <b>Week 1</b> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728555">https://webcourses.ucf.edu/courses/1300706/assignments/5728555</a> )	
	 <b>Week 2</b> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728573">https://webcourses.ucf.edu/courses/1300706/assignments/5728573</a> )	
	 <b>Week 3</b> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728577">https://webcourses.ucf.edu/courses/1300706/assignments/5728577</a> )	
	 <b>Week 4</b> ( <a href="https://webcourses.ucf.edu/courses/1300706/assignments/5728581">https://webcourses.ucf.edu/courses/1300706/assignments/5728581</a> )	

# *Landscape Archaeology*

GIS Applications in Anthropology  
Anthropology 6181C—Fall 2018  
Fridays, 1-4 pm, Psychology 107

Dr. John H. Walker  
[john.walker@ucf.edu](mailto:john.walker@ucf.edu)  
409o Howard Phillips Hall



Office Hours: M, W 9:30-11:30 AM, or by appointment (contact me by email and I will try to reply in 24 hours)

## *Course Description*

In this class we will work together to read and debate literature in Landscape Archaeology, while using GIS to apply those ideas to our own research. I expect that you have already developed a working knowledge of Geographic Information Systems, including ArcGIS, QGIS, IDRISI, or another software package, and how GIS can be applied to many kinds of problems. This class takes the form of a seminar, and students are expected to be active members of a working and learning community, giving constructive feedback to one another.

## *Attendance policy*

If you will not be able to attend class, you should choose a different course. Attendance at **all** class sessions is expected because it is the **only** way that this course can succeed, and provide the best opportunity for us to pool our experience and learn together. Should you be forced to miss a class, please notify me ahead of time.

## *Course Goals*

- To read and analyze literature in landscape archaeology
- To use GIS to apply theoretical concepts to archaeological data.
- To prepare a manuscript on an independent research question that uses GIS to address a theoretical question.
- To share knowledge and thoughtful, critical feedback with the other members of the class.

## *Required Software*

ArcGIS (version 10) If you do not already have access, I will also be able to get a license for each of us (as needed). You can also use the my apps link through UCF, and use the software remotely, although past experience suggests that this is not the best option.

Google Earth [<http://earth.google.com/download-earth.html>] or ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] Note that this is free software.

**Before purchasing any books for the course**, please come to the first day of class for a discussion of sources and the availability of electronic texts through the UCF library.

We will also be using readings distributed electronically. Other class materials may include websites, online manuals, maps and other documents. A fairly high degree of familiarity and ease with computers and managing information is expected. We will be using Webcourses to communicate with each other and distribute documents.

### *Grading*

The requirements for this course are weighted as follows:

Class participation	20%
Leading seminar classes	30%
Final project	50%

**Class participation:** The engagement of everyone in the class is necessary for each of us to get the most out of the experience. Accordingly, class participation makes up 20% of your grade. Be prepared every week to discuss the readings for that week, and to work with each other on the lab assignments. If you understand the material well, you have an obligation to communicate that and to **help your classmates**. If you are still figuring it out, you have an obligation to ask questions and **work with your classmates**. No matter how you use GIS in the future, you will spend a lot of your time explaining it to people and helping them to understand it better.

The format of part of each class meeting will be a combination of lecture and discussion. Each week, we will discuss the readings using a variety of formats, which we will organize in class. As a group, we will experiment with different formats for discussion, but all of them will depend on everyone being involved in every class session. Some of the plans or “scripts” for class format include debates, having individual discussion leaders, creation and discussion of study questions, small group work, or perhaps even “fieldwork” of some kind. In all cases, the point of the format will be to lead all of us to a productive conversation about that week’s readings.

**Final Projects:** Each student will prepare a project that consists of three related parts: a GIS database, a seminar paper that presents a problem based on that database, and a presentation of the database and the analysis to the class. Here is an important point: you can work collaboratively on the database, even though you will each be turning in a separate paper. We will talk in class about working together on a database. Groups of no more than 5 people can work together in this way. Another important point is that you will be required to provide feedback to one another on the final projects. This peer review will be part of the final project grade.

### **Seminar papers:**

Each participant in the class will be required to write a research paper on a topic of their choice relating to Landscape Archaeology. I will approve each student’s topic. Please select your topic immediately and begin work right away. Dates for intermediate steps in the research process are listed in the syllabus. These dates are important because if they are not followed, the quality of your manuscript will suffer accordingly.

Formal presentation: A complete draft of the paper is due in the final two weeks of the semester. Each student is responsible for distributing copies to all participants one week before the paper is to be presented. Each paper will be assigned a discussant. The discussant, in consultation with the author, will present a concise summary of the paper and a critical review of it (about 5-10 minutes). Following this presentation, the author will be allowed to address issues and questions that have been raised, and then discussion will be open to all participants.

Final version: Each student must give the authors prompt feedback on their drafts, including comments on everything from theoretical arguments to data presentation to punctuation. Based on these comments, a final version is prepared and a hard copy is turned in during Final exam week. Students will also make copies of their papers available to all seminar participants. Papers and comments will be made available on the class wiki.

### *Access to ArcGIS*

The University of Central Florida has a site license for ArcGIS, which is a very valuable resource. I can get registration numbers so that all students can install the program on their own computers. We will sometimes use the program here during class time, and it is also available on campus. The program has been installed at the following locations:

Main computer lab, Classroom 1  
Business Administration 148A  
Computer Science II 113B and 104

### *Course Websites*

The web is a very important tool for learning more about GIS, acquiring data, finding help from other people, online training, and downloading the results of GIS research. Here is a very brief selection of relevant websites to help you get started.

UCF Library ([library.ucf.edu](http://library.ucf.edu))  
Google Scholar ([scholar.google.com](http://scholar.google.com))  
Google Earth ([earth.google.com](http://earth.google.com))  
Maryland Global Land Cover Facility (<http://www.landcover.org/>)  
USGS data gateway (<https://datagateway.nrcs.usda.gov/>)  
ESRI ([www.esri.com](http://www.esri.com))  
Strange Maps (<http://bigthink.com/blogs/strange-maps>)

### *Writing Center*

UCF has an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at ([www.uwc.ucf.edu](http://www.uwc.ucf.edu)). Take advantage of these resources, because they will certainly improve your writing, and they are available to you at no charge.

I urge you to take every opportunity to work with your graduate student peers to edit and critique each others' written work. **The people you learn the most from in graduate school are your fellow students.**

### *Classroom decorum*

In order for many humans to coexist in a computer lab, cooperate and learn something, some basic ground rules are necessary.

Small electronics—turn off all things that beep, whistle or sing before you come to class.

Tape recorders—it is okay to tape lecture, but please inform me before doing so. We will discuss as a class whether we think it is okay to tape our discussions.

Disruptions—Talking during class, reading newspapers and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to the Golden Knights handbook for UCF rules regarding cheating.

### *Revisions*

This syllabus is **subject to revision** as we work on topics throughout the semester. Updated syllabi will be distributed via email or the web, and you will hear about them in class. Additional readings will be distributed in the same fashion.

1) August 24<sup>th</sup> **Introduction to the seminar**

Course and personal introductions; expectations, mechanics, scheduling.

David, B., & Thomas, J. (Eds.). (2016). *Handbook of Landscape Archaeology*. Routledge: New York. Chapter 1 (David and Thomas), Chapter 5 (Patterson)

2) August 31<sup>st</sup> **Sites and Landscapes**

Dunnell R.C. (1992) The Notion Site. In: Rossignol J., Wandsnider L. (eds) *Space, Time, and Archaeological Landscapes. Interdisciplinary Contributions to Archaeology*. Springer, Boston, MA

Hodder, I. (1977). The distribution of material culture items in the Baringo district, western Kenya. *Man*, 239-269.

Wilkinson, T. J. (2003). *Archaeological landscapes of the Near East*. Tucson: University of Arizona Press. Chapter 1 (3-14)

Recommended:

Willey, G. R. (1953). Prehistoric settlement patterns in the Viru Valley, Peru.

3) September 7<sup>th</sup> **Historical Ecology**

Crumley, C. L. (1987). Historical ecology. *Regional Dynamics: Burgundian Landscapes in Historical Perspective*, 237-264.

Balée, W. (2006). The research program of historical ecology. *Annu. Rev. Anthropol.*, 35, 75-98.

Erickson, C. L., & Balée, W. (2006). The historical ecology of a complex landscape in Bolivia. *Time and complexity in historical ecology: Studies in the Neotropical Lowlands*, 187-233.

4) September 14<sup>th</sup> **Phenomenology and Landscape 1**

Tilley, C. (2017). *Landscape in the Longue Durée: A History and Theory of Pebbles in a Pebbled Heathland Landscape*. London: UCL Press. Chapters 1, 3, 4, 5, 6 (skim 2, 7, 8, 9)

5) September 21<sup>st</sup> **Phenomenology and Landscape 2**

**[Topic, Title and 300 word Abstract of Seminar Paper due]**

Tilley, C. (2017). *Landscape in the Longue Durée: A History and Theory of Pebbles in a Pebbled Heathland Landscape*. London: UCL Press. Chapters 10, 12, 15, 16 (skim other chapters)

6) September 28<sup>th</sup> **Landscapes of Power**

Lansing, J. S. (2009). *Priests and programmers: technologies of power in the engineered landscape of Bali*. Princeton: Princeton University Press.

Smith, A. (1999). The Making of an Urartian Landscape in Southern Transcaucasia: A Study of Political Architectonics. *American Journal of Archaeology*, 103(1), 45-71.  
doi:10.2307/506577

7) October 5<sup>th</sup> **Nature versus Culture**

**[Revised Abstract and 5-10 page double spaced essay on Definition of the Archaeology of Landscapes due.]**

Redford, K. H. (1991). The ecologically noble savage. *Cultural survival quarterly*, 15(1), 46-48.

Levis, C., Costa, F. R., Bongers, F., Peña-Claros, M., Clement, C. R., Junqueira, A. B., ... & Castilho, C. V. (2017). Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science*, 355(6328), 925-931.

Crystal N. H. McMichael, Frazer Matthews-Bird, William Farfan-Rios, Kenneth J. Feeley Understanding of Amazon skewed by ancient people PNAS Jan 2017, 114 (3) 522-527

Descola, P. (2016). Landscape as Transfiguration. *Suomen Antropologi: Journal of the Finnish Anthropological Society*, 41(1).

8) October 12<sup>th</sup> **Reading the Landscape 1: Places, social space, sacred landscapes**

Bender, B. (2002). Time and landscape. *Current anthropology*, 43(S4), S103-S112.

Bender, B. (2002). Contested landscapes: medieval to present day. *The material culture reader*, 141-74.

David, B., & Thomas, J. (Eds.). (2016). *Handbook of Landscape Archaeology*. Routledge: New York. Chapter 15 (Ashmore)

Ingold, T. (2016). *Lines: a brief history*. Routledge. Chapter 3

9) October 19<sup>th</sup> **Reading the Landscape 2: Gardens, Fields and Communities**

Erickson, C. L. (2000). An artificial landscape-scale fishery in the Bolivian Amazon. *Nature*, 408(6809), 190.

McKey, D. B., Durécu, M., Pouilly, M., Béarez, P., Ovando, A., Kalebe, M., & Huchzermeyer, C. F. (2016). Present-day African analogue of a pre-European Amazonian floodplain fishery shows convergence in cultural niche construction. *Proceedings of the National Academy of Sciences*, 113(52), 14938-14943.

Wilkinson, T. J. (2003). *Archaeological landscapes of the Near East*. Tucson: University of Arizona Press. Chapter 2, 5 (15-31; 71-99)

10) October 26<sup>th</sup> **Methodology 1: GIS, DEM, VR**  
**[Detailed Outline of Seminar Paper due.]**

Blatrix, R., Roux, B., Béarez, P., Prestes-Carneiro, G., Amaya, M., Aramayo, J. L., ... & Robinson, M. (2018). The unique functioning of a pre-Columbian Amazonian floodplain fishery. *Scientific reports*, 8(1), 5998.

David, B., & Thomas, J. (Eds.). (2016). *Handbook of Landscape Archaeology*. Routledge: New York. Chapter 56 (Conolly)

Llobera, M. (2007). Reconstructing visual landscapes. *World Archaeology*, 39(1), 51-69.

11) November 2<sup>nd</sup> **Reading The Landscape 3: Vernacular Landscapes, Agrarian Households**

Robin, C. (2002). Outside of houses: the practices of everyday life at Chan Nòohol, Belize. *Journal of Social Archaeology*, 2(2), 245-268.

Robin, C., & Rothschild, N. A. (2002). Archaeological ethnographies: Social dynamics of outdoor space. *Journal of Social Archaeology*, 2(2), 159-172.

Wilkinson, T. J. (2003). *Archaeological landscapes of the Near East*. Tucson: University of Arizona Press. Chapter 6 (100-127)

12) November 9<sup>th</sup> **Roads and Communication Networks**

Arkush, E. (2008). War, chronology, and causality in the Titicaca Basin. *Latin American Antiquity*, 19(4), 339-373.



Snead, J. E. (2002). Ancestral Pueblo trails and the cultural landscape of the Pajarito Plateau, New Mexico. *Antiquity*, 76(293), 756-765.

Snead, J. (2012). Obliterated itineraries: Pueblo trails, Chaco roads, and archaeological knowledge. *Highways, Byways, and Road Systems in the Pre-Modern World*, 5, 106.

Wilkinson, T. J. (2003). *Archaeological landscapes of the Near East*. Tucson: University of Arizona Press. Chapter 7 (128-150)

13) November 16<sup>th</sup> **Sacred, Ritual, and Cosmic Landscapes**  
**Draft versions of seminar papers presented on November 30<sup>th</sup> are due**

Ashmore, W., & Sabloff, J. A. (2002). Spatial orders in Maya civic plans. *Latin American Antiquity*, 13(2), 201-215.

Smith, M. E. (2003). Can we read cosmology in ancient Maya city plans? Comment on Ashmore and Sabloff. *Latin American Antiquity*, 14(2), 221-228.

Ashmore, W., & Sabloff, J. A. (2003). Interpreting ancient Maya civic plans: reply to Smith. *Latin American Antiquity*, 14(2), 229-236.

Lawres, N. R. (2017). Materializing Ontology in Monumental Form: Engaging the Ontological in the Okeechobee Basin, Florida. *Journal of Anthropological Research*, 73(4), 647-694.

Pauketat, T. R. (2012). *An archaeology of the cosmos: rethinking agency and religion in ancient America*. Routledge. Chapter

14) November 23<sup>rd</sup> *Thanksgiving weekend*  
Draft versions of seminar papers presented on December 7<sup>th</sup> are due

15) November 30<sup>th</sup> **Student Presentations**

16) December 7<sup>th</sup> **Student Presentations** (backup)

## Course Bibliography

*Course Books* (Tilley is available at no cost from the UCF library)

David, B., & Thomas, J. (Eds.). (2016). *Handbook of Landscape Archaeology*. Routledge: New York.

Lansing, J. S. (2009). *Priests and programmers: technologies of power in the engineered landscape of Bali*. Princeton: Princeton University Press.

Tilley, C. (2017). *Landscape in the Longue Durée: A History and Theory of Pebbles in a Pebbled Heathland Landscape*. London: UCL Press.

Wilkinson, T. J. (2003). *Archaeological landscapes of the Near East*. Tucson: University of Arizona Press.

*Articles* (most available online)

Arkush, E. (2008). War, chronology, and causality in the Titicaca Basin. *Latin American Antiquity*, 19(4), 339-373.

Ashmore, W., & Sabloff, J. A. (2002). Spatial orders in Maya civic plans. *Latin American Antiquity*, 13(2), 201-215.

Ashmore, W., & Sabloff, J. A. (2003). Interpreting ancient Maya civic plans: reply to Smith. *Latin American Antiquity*, 14(2), 229-236.

Balée, W. (2006). The research program of historical ecology. *Annu. Rev. Anthropol.*, 35, 75-98.

Bender, B. (2002). Time and landscape. *Current anthropology*, 43(S4), S103-S112.

Bender, B. (2002). Contested landscapes: medieval to present day. *The material culture reader*, 141-74.

Blatrix, R., Roux, B., Béarez, P., Prestes-Carneiro, G., Amaya, M., Aramayo, J. L., ... & Robinson, M. (2018). The unique functioning of a pre-Columbian Amazonian floodplain fishery. *Scientific reports*, 8(1), 5998.

Crumley, C. L. (1987). Historical ecology. *Regional Dynamics: Burgundian Landscapes in Historical Perspective*, 237-264.

McMichael, Crystal N. H., Frazer Matthews-Bird, William Farfan-Rios, Kenneth J. Feeley  
Understanding of Amazon skewed by ancient people PNAS Jan 2017, 114 (3) 522-527

- Descola, P. (2016). Landscape as Transfiguration. *Suomen Antropologi: Journal of the Finnish Anthropological Society*, 41(1).
- Dunnell R.C. (1992) The Notion Site. In: Rossignol J., Wandsnider L. (eds) *Space, Time, and Archaeological Landscapes. Interdisciplinary Contributions to Archaeology*. Springer, Boston, MA
- Erickson, C. L. (2000). An artificial landscape-scale fishery in the Bolivian Amazon. *Nature*, 408(6809), 190.
- Erickson, C. L., & Balée, W. (2006). The historical ecology of a complex landscape in Bolivia. *Time and complexity in historical ecology: Studies in the Neotropical Lowlands*, 187-233.
- Hodder, I. (1977). The distribution of material culture items in the Baringo district, western Kenya. *Man*, 239-269.
- Ingold, T. (2016). *Lines: a brief history*. Routledge.
- Lawres, N. R. (2017). Materializing Ontology in Monumental Form: Engaging the Ontological in the Okeechobee Basin, Florida. *Journal of Anthropological Research*, 73(4), 647-694.
- Levis, C., Costa, F. R., Bongers, F., Peña-Claros, M., Clement, C. R., Junqueira, A. B., ... & Castilho, C. V. (2017). Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science*, 355(6328), 925-931.
- Llobera, M. (2007). Reconstructing visual landscapes. *World Archaeology*, 39(1), 51-69.
- McKey, D. B., Durécu, M., Pouilly, M., Béarez, P., Ovando, A., Kalebe, M., & Huchzermeyer, C. F. (2016). Present-day African analogue of a pre-European Amazonian floodplain fishery shows convergence in cultural niche construction. *Proceedings of the National Academy of Sciences*, 113(52), 14938-14943.
- Pauketat, T. R. (2012). *An archaeology of the cosmos: rethinking agency and religion in ancient America*. Routledge.
- Redford, K. H. (1991). The ecologically noble savage. *Cultural survival quarterly*, 15(1), 46-48.
- Robin, C. (2002). Outside of houses: the practices of everyday life at Chan Nòohol, Belize. *Journal of Social Archaeology*, 2(2), 245-268.
- Robin, C., & Rothschild, N. A. (2002). Archaeological ethnographies: Social dynamics of outdoor space. *Journal of Social Archaeology*, 2(2), 159-172.
- Snead, J. E. (2002). Ancestral Pueblo trails and the cultural landscape of the Pajarito Plateau, New Mexico. *Antiquity*, 76(293), 756-765.

Snead, J. (2012). Obliterated itineraries: Pueblo trails, Chaco roads, and archaeological knowledge. *Highways, Byways, and Road Systems in the Pre-Modern World*, 5, 106.

Willey, G. R. (1953). Prehistoric settlement patterns in the Viru Valley, Peru.

Smith, A. (1999). The Making of an Urartian Landscape in Southern Transcaucasia: A Study of Political Architectonics. *American Journal of Archaeology*, 103(1), 45-71. doi:10.2307/506577

Smith, M. E. (2003). Can we read cosmology in ancient Maya city plans? Comment on Ashmore and Sabloff. *Latin American Antiquity*, 14(2), 221-228.



# Advanced Human Osteology

ANG 6520C (0001) • 3 credit hours

Department of Anthropology • College of Sciences • University of Central Florida

## Professor Contact

Professor: Dr. Sandra Wheeler  
Office: Howard Phillips Hall 309F UCF Main Campus  
Office hours: Wednesdays, 10:00am-12:00pm and by appointment  
Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Inbox in Webcourses

## Course Information

Course name: Advanced Human Osteology  
Course ID: ANG 6520C; with lab (C)  
Credit hours: 3.0 hours  
Semester/Year: Fall/2018  
Location and time: Thursdays, 3:00-5:50pm, MSB 149; Research Park Osteology Lab, occasional

## Course Overview

This course is a reading-based and hands-on approach to the study of the human skeleton. Our focus will be the adult and juvenile human skeleton from archaeological contexts and the various methods and theoretical concepts used in human osteological research. Each week we will be exploring a different topic relating to human osteology. Hands-on skeletal labs will also be a critical part of this course. Classes will consist of student presentations, discussion sessions, and hands-on lab exercises to provide you with experience in working with adult and juvenile skeletal remains.

**NB:** This is a graduate level applied human osteology course. This is not a beginning osteology course, however, there will be a *brief* review of the human skeleton and basic bone anatomy at the beginning of this course.

Topics to be covered will include:

- The history and development of physical anthropology
- Ethics in human osteological research
- The 'race' concept from a skeletal perspective
- The juvenile skeleton and growth studies
- Skeletal and dental health, disease, and trauma
- Biochemical and molecular methods of analyses
- Assessing identity and status from skeletons
- The peer review process

## Course Learning Outcomes

By the end of this course you will be able to:

- Collect basic demographic data from whole, fragmentary and isolated bones
- Understand and apply various methods of determining metric and non-metric skeletal data
- Gather and analyze skeletal data sets
- Synthesize concepts and ideas from the readings and apply them to research questions

## Required Texts

There are **no required texts** for this course. All readings will be available electronically via Webcourses or the UCF library system. In addition, the Bone Lab (MSB 149) has several copies of the reference texts we will be regularly using for the readings and labs.

## Course Requirements

This class begins on **August 20** and ends on **December 2, 2018**. Final's Week is **Dec 3-7, 2018**. Over this semester, you will be expected to:

- keep up with the readings assigned in the weekly modules.
- turn in your weekly annotations, micropapers, and labs on time and in a professional manner.
- participate in class presentations, discussions, labs, and peer reviews.
- complete a final research paper and present it to the class.

Please note the due dates carefully as there are many of them. I will not accept late work unless there is a valid absence (i.e., illness, family emergencies, conferences, etc). If you are unsure about what qualifies as valid absence, come talk to me. You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

## Evaluation and Grading

You can access your grades for your work through the 'Grades' link in the main course menu. It is your responsibility to check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. I will put as much time and effort into grading your work as you do in completing it.

**NB:** As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does NOT count** toward your degree program.

Your final grade for the course is weighted and will be based on your performance on the following:

Assignment	Percentage	Description
Participation	10%	Weekly presentation and discussion of assigned readings, peer reviews and active participation. This is a cumulative grade assessed at the end of the semester.
Annotations	10%	Weekly annotation on readings.
Micropapers	20%	Weekly micropapers (600-700 words) on approved topics. You will peer review these.
Labs	20%	Hands-on osteology exercises.
Final paper and presentation	40%	Research paper and public presentation.

**Really Important Participation Information:** We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST COMPLETE THE [GETTING STARTED ACTIVITY](#) BY FRIDAY AUGUST 24, 2018**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

**Discussion and presentation:** Each class will start with start with a student 'expert' who will be the [Discussion Leader and Moderator](#) for the week's topic. You are expected to be familiar with the assigned readings for the week's presentation topic and also with some of the literature on key issues or debates within human osteology that may relate to that topic. You will come up with at least two (maybe more) leading discussion questions and moderate the class discussions.

**Annotations:** You will turn in one [annotation](#) each week on the theme of that week's readings. You will submit your annotations to the Assignment page AND you will paste them (in alphabetical order) into the annotation module page for that week so everyone can see the submitted annotations.

**Micropapers:** You're probably wondering what a micropaper is. It's basically a short and intense research paper on a particular topic. I have compiled an [informative document](#) explaining exactly what you can expect preparing and peer reviewing a micropaper. Almost every week, you will turn in a micropaper on the theme of that week's readings. You may even use the topic for your annotations for your micropaper! Your classmates will [peer review](#) your micropaper and I will check over their reviews before releasing your grade.

**Lab exercises:** Labs are designed to familiarize you with techniques for data collection as well as applications of skeletal data sets. Lab exercises will be turned in the following week they are assigned unless otherwise noted. We will start the labs in class, however it is your responsibility to ensure their completion before the due date. This means working on your labs outside of class time. Please check the MSB 149 room schedule (posted on the lab door) for times when the room is not in use. If there is a class in session, **do not** interrupt!! We will have some class and labs over in Research Parkway, I will post those dates as we get closer to the meeting times.

**Final research paper and presentation:** You are expected to write a 10- to 12-page research paper on a chosen and approved topic. Your research paper will form the basis of your final presentation. Your paper should address a problem, methodology or debate in human osteology and must have a clear thesis statement or research question (i.e., not a literature review). Reference and citation style will be consistent with the style used in the Annotations. Your presentation will consist of a 15-minute (max) PowerPoint (or similar) presentation summarizing the major findings in your research paper. The presentation will be followed by a brief question period. Final presentations will take place in **MSB 149 on NOV 29 and DEC 6**. You are **required to be present and fully participate in both sessions**. More details about your paper and presentation can be found in Assignments or in the Modules.

**Grading Scale (+/- letter grades)**

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Incomplete grades are only given in situations where unexpected and documented medical emergencies prevent a student enrolled in the course in good standing from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

**Weekly Schedule**

The following table provides the **weekly cycle of work that you are expected to complete** for your class preparation and participation:

Thursdays	Fridays	Saturdays	Tuesdays	Wednesdays
<ul style="list-style-type: none"> <li>• Class 3-5:50pm</li> <li>• Discussion leader 3-4:30pm</li> <li>• Micropaper assigned</li> <li>• Start lab assignment</li> <li>• Peer review due by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review grades released</li> <li>• Labs due by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Annotations due by 11:59pm</li> </ul>	<ul style="list-style-type: none"> <li>• Micropapers due by 12pm</li> </ul>

## Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted** unless I have given you express permission due to extraneous circumstances. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful!

## What if I Have an Emergency that Affects My Course Performance or Coursework?

First of all, come talk to me. I can't help you or work with you if I don't know what's going on. If you don't feel like you can talk with me, contact the [Anthropology Department Graduate Coordinator](#) to discuss your situation.

## Academic Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, labs, and papers on time and in a professional manner!

**Academic honesty:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

**\*I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.\***

**Trolling:** Trolls, don't be one, don't do it. See statement below.

**Respect for diversity and inclusion:** This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students, you may be removed from the class OR if the infraction is severe, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns (PGPs)** when communicating with you.

## Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts:

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."



- If you're not on campus, use your common sense and stay safe.

### Student Accessibility Services (SAS)

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Through [Student Accessibility Services](#), a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. No accommodations will be provided until the professor receives the letter from SAS. Students who need accommodations must be registered with [Student Accessibility Services](#), Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or [sas@ucf.edu](mailto:sas@ucf.edu).

### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced in class or through Webcourses. Due dates for assignments can be found in the table below. Look in the [Modules](#) for a complete listing of the course schedule and materials.

### ANG6520C Advanced Osteology Required Readings: See Webcourses for assignment due dates

Module/Date	Topic and Required Readings
Module 1/Aug 30	History of Physical Anthropology and Scientific Racism <ul style="list-style-type: none"> <li>• Washburn, S. (1951). The new physical anthropology. <i>Trans N Y Acad Sci</i> 13(2), 298-304.</li> <li>• Blakey, M.L. (1987). Intrinsic social and political bias in the history of American physical anthropology with special reference to the work of Aleš Hrdlička. <i>Crit Anthropol</i> 7(2), 7-35.</li> </ul>

	<ul style="list-style-type: none"> <li>• Buikstra, J.E. (2006). A historical introduction. In: J.E. Buikstra and L.A. Beck (Eds.), <i>Bioarchaeology: The contextual analysis of human remains</i> (pp. 7-26). London: Elsevier.</li> <li>• Little, M.A. (2017). Physical anthropology in 1918 and the founding of the U.S. journal. <i>Am J Phys Anthropol</i> 165, 626-637.</li> </ul>
Module 2/Sep 6	<p>Ethics in Biological Anthropology and Human Osteology and Research Design</p> <ul style="list-style-type: none"> <li>• Walker, P.L. (2008). Bioarchaeological ethics: A historical perspective on human remains. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 3-40). New York: John Wiley &amp; Sons, Inc.</li> <li>• Kaufmann, M., Rühli, F.J. (2010). Without 'informed consent'? Ethics and ancient mummy research. <i>J Med Ethics</i> <a href="https://jme.bmj.com/content/36/10/608">https://jme.bmj.com/content/36/10/608</a></li> <li>• Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). An ethos for bioarchaeologists. In: <i>Bioarchaeology: An integrated approach to working with human remains</i>, Manuals in Archaeological Method, Theory and Technique (pp. 23-55). New York: Springer.</li> <li>• Turner, T.R., Wagner, J.K., Cabana, G.S. (2017). Ethics in biological anthropology. <i>Am J Phys Anthropol</i> 165, 939-951.</li> <li>• Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). Formulating research projects involving human remains. In: <i>Bioarchaeology: An integrated approach to working with human remains</i>, Manuals in Archaeological Method, Theory and Technique (pp. 57-92). New York: Springer.</li> </ul> <p>Review Case Study of Ata</p>
Module 3/Sep 13	<p>The Paradigm of Race</p> <ul style="list-style-type: none"> <li>• Sauer, N.J. (1992). Forensic anthropology and the concept of race: If races don't exist, why are forensic anthropologists so good at identifying them? <i>Soc Sci Med</i> 34, 107-111.</li> <li>• Ubelaker, D.H. (2008). Forensic anthropology: Methodology and diversity of applications. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 41-69). New York: John Wiley &amp; Sons, Inc.</li> <li>• Ousley, S., Jantz, R., Freid, D. (2009). Understanding race and human variation: Why forensic anthropologists are good at identifying race. <i>Am J Phys Anthropol</i>, 68-76.</li> <li>• Caspari, R. (2018). Race, then and now: 1918 revisited. <i>Am J Phys Anthropol</i> 165, 924-938.</li> </ul>
Module 4/Sep 20	<p>The Juvenile Skeleton</p> <ul style="list-style-type: none"> <li>• Goodman, A.H., Armelagos, G.J. (1989). Infant and childhood morbidity and mortality risks in archaeological populations. <i>World Archaeol</i> 21, 225-243.</li> <li>• Saunders, S.R. (2008). Juvenile skeletons and growth-related studies. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology</i></li> </ul>

	<p><i>of the human skeleton, second edition</i> (pp. 117-147). New York: John Wiley &amp; Sons, Inc.</p> <ul style="list-style-type: none"> <li>• Halcrow, S.E., Tayles, N. (2008). The bioarchaeological investigation of childhood and social age: Problems and prospects. <i>J Archaeol Method Theory</i> 15, 190-215.</li> <li>• Gowland, R.L., Chamberlain, A., Redfern, R.C. (2014). On the brink of being: Re-evaluating infanticide and infant burial in Roman Britain. <i>J Rom Archaeol supplementary series</i> 96, 69-88.</li> <li>• Schillaci, M.A., Nikitovic, D., Akins, N.J., Tripp, L., Palkovich, A.M. (2011). Infant and juvenile growth in ancestral Pueblo Indians. <i>Am J Phys Anthropol</i> 145, 318-326.</li> </ul>
Module 5/Sep 27	<p>Adult Age, Sex, and Stature</p> <ul style="list-style-type: none"> <li>• Milner, G.R., Wood, J.W., Boldsen, J.L. (2008). Advances in paleodemography. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 561-600). New York: John Wiley &amp; Sons, Inc.</li> <li>• Buikstra, J.E., Ubelaker, D.H. (1994). Documentation of sex differences and age changes in adults. In: J.E. Buikstra and D.H. Ubelaker (Eds.), <i>Standards for data collection from human skeletal remains</i>, (pp. 15-38). Albuquerque: Arkansas Archaeological Survey Research Series No. 44.</li> <li>• Raxter, M.H., Auerbach, B.M., Ruff, C.B. (2006). Revision of the Fully Technique for estimating statures. <i>Am J Phys Anthropol</i> 130, 374-384.</li> <li>• Geller, P.L. (2005). Skeletal analysis and theoretical complications. <i>World Archaeol</i> 37, 597-609.</li> </ul>
Module 6/Oct 4	<p>Guest Speaker: Dr. Tosha Dupras on Peer Review in AJPA / Bioarchaeology and the Osteological Paradox</p> <ul style="list-style-type: none"> <li>• Larsen, C.L. (2018). Bioarchaeology in perspective: From classifications of the dead to conditions of the living. <i>Am J Phys Anthropol</i> 165, 865-878.</li> <li>• Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). The practice of bioarchaeology. In: <i>Bioarchaeology: An integrated approach to working with human remains</i>, Manuals in Archaeological Method, Theory and Technique (pp. 1-21). New York: Springer.</li> <li>• Wood, J.W., Milner, G.R., Harpending, H.C., Weiss, K.M. (1992). The osteological paradox: Problems of inferring prehistoric health from skeletal samples. <i>Curr Anthropol</i> 33, 343-370.</li> <li>• Wright, L.E., Yoder, C.J. (2003). Recent progress in bioarchaeology: Approaches to the osteological paradox. <i>J Archaeol Res</i> 11, 43-70.</li> <li>• DeWitte, S.N., Stojanowski, C.M. (2015). The osteological paradox 20 years later: Past perspectives, future directions. <i>J Archaeol Res</i> 23, 397-450.</li> </ul>
Module 7/Oct 11	Dental Anthropology and Pathology

	<ul style="list-style-type: none"> <li>• Hillson, S. (2008). Dental pathology. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 301-340). New York: John Wiley &amp; Sons, Inc.</li> <li>• Robbins Schug, G. (2016). Paleodemography II: Age estimation from dental histology. In: J.R. Lukacs and J.Pal (Eds.), <i>Holocene foragers of North India: The bioarchaeology of Mesolithic Damdama</i>, BAR International Series 2783 (pp. 121-131). Oxford: Archaeopress.</li> <li>• King, T., Humphrey, L.T., Hillson, S. (2005). Linear enamel hypoplasias as indicators of systemic physiological stress: Evidence from two known age-at-death and sex populations from Postmedieval London. <i>Am J Phys Anthropol</i> 128, 547-559.</li> <li>• Tiesler, V., Cucina, A., Ramírez-Salomón, M. (2017). Permanent dental modifications among the ancient Maya. In: S.E. Burnett and J.D. Irish (Eds.), <i>A world view of bioculturally modified teeth</i> (pp. 270-284). Gainesville: University Press of Florida.</li> <li>• Keenleyside, A. (2008). Dental pathology and diet at Apollonia, a Greek colony on the Black Sea. <i>Int J Osteoarchaeol</i> 18, 262-279.</li> </ul>
Module 8/Oct 18	<p>Paleopathology</p> <ul style="list-style-type: none"> <li>• Grauer, A. L. (2018). A century of paleopathology. <i>Am J Phys Anthropol</i> 165, 904-914.</li> <li>• Goodman, A.H., Martin, D.L. (2002). Reconstructing health profiles from skeletal remains. In: R.H. Steckel and J.C. Rose (Eds.), <i>The backbone of history: Health and nutrition in the western hemisphere</i> (pp. 11-60). Cambridge: Cambridge University Press.</li> <li>• Temple, D.H., Goodman, A.H. (2014). Bioarchaeology has a “health” problem: Conceptualizing “stress” and “health” in bioarchaeological research. <i>Am J Phys Anthropol</i> 155, 186-191.</li> <li>• Ortner, D.J. (2012). Differential diagnosis and issues in disease classification. In: A.L. Grauer (Ed.), <i>A companion to paleopathology</i> (pp. 250-267). Chichester: Blackwell Publishing Ltd.</li> </ul>
Module 9/ Oct 25	<p>Trauma Analysis and Dismemberment</p> <ul style="list-style-type: none"> <li>• Lovell, N. (2008). Analysis and interpretation of skeletal trauma. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 341-386). New York: John Wiley &amp; Sons, Inc.</li> <li>• Walker, P.L. (2001). A bioarchaeological perspective on the history of violence. <i>Ann Rev Anthropol</i> 30, 573-596.</li> <li>• Nystrom, K.C., Sirianni, J., Higgins, R., Perrelli, D., Liber Raines, J.L. (2017). Structural inequality and postmortem examination at the Erie County Poorhouse. In: K.C. Nystrom (Ed.), <i>The bioarchaeology of dissection and autopsy in the United States</i> (pp. 279-300). Switzerland: Springer.</li> <li>• Dupras, T.L., Williams, L.J., De Meyer, M., Peeters, C., Depraetere, D., Vanthuyne, B., Willems, H. (2010). Evidence of amputation as medical treatment in ancient Egypt. <i>Int J Osteoarchaeol</i> 20, 405-423.</li> </ul>

	<ul style="list-style-type: none"> <li>Wheeler, S.M., Williams, L.J., Beuchesne, P. Dupras, T.L. (2013). Shattered lives and broken bones: Evidence of physical child abuse in Ancient Egypt. <i>Int J Paleopathol</i> 3, 71-82.</li> </ul>
Module 10/Nov 1	<p>No class, UCF Football game, campus closes at 3pm</p> <p>On your own, read Reconstructing Social or Ethnic Identity</p> <ul style="list-style-type: none"> <li>Knudson, K.J., Stojanowski, C.M. (2008). New directions in bioarchaeology: Recent contributions to the study of human social identities. <i>J Archaeol Res</i> 16, 397-432.</li> <li>Tiesler, V. (2012). Studying cranial vault modifications in ancient Mesoamerica. <i>J Anthropol Sci</i> 90, 33-58.</li> <li>Torres-Rouff, C. (2008). The influence of Tiwanaku on life in the Chilean Atacama: Mortuary and bodily perspectives. <i>Am Anthropol</i> 110, 325-337.</li> <li>Buzon, M.R. (2006). Biological and ethnic identity in New Kingdom Nubia: A case study from Tombos. <i>Curr Anthropol</i> 47, 683-695.</li> <li>Geber, J. (2017). Interring the 'deserving' child: The archaeology of the deaths and burials of children at the Kilkenny Workhouse during the Great Famine in Ireland, 1845-52. In: E. Murphy and M. Le Roy (Eds.), <i>Children, death and burial: Archaeological discourses</i> (pp. 248-262). Oxford: Oxbow Books.</li> </ul>
Module 11/Nov 8	<p>Biomechanics and Activity Patterns</p> <ul style="list-style-type: none"> <li>Ruff, C.B. (2008). Biomechanical analyses of archaeological human skeletons. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 183-206). New York: John Wiley &amp; Sons, Inc.</li> <li>Pearson, O.M., Buikstra, J.E. (2006). Behavior and the bones. In: J.E. Buikstra and L.A. Beck (Eds.), <i>Bioarchaeology: The contextual analysis of human remains</i> (pp. 207-226). London: Elsevier Ltd.</li> <li>Stock, J.T., Pfeiffer, S.K. (2004). Long bone robusticity and subsistence behavior among Later Stone Age foragers of the forest and fynbos biomes of South Africa. <i>J Archaeol Sci</i> 31, 999-1013.</li> <li>Wanner, I.S., Sierra Sosa, T., Alt, K.W., Tiesler Blos, V. (2007). Lifestyle, occupation, and whole bone morphology of the Pre-Hispanic Maya coastal population from Xcambó, Yucatan, Mexico. <i>Int J Osteoarchaeol</i> 17, 253-268.</li> </ul>
Module 12/Nov 15	<p>Biochemical Methods of Analysis</p> <ul style="list-style-type: none"> <li>Katzenberg, M.A. (2008). Stable isotope analysis: A tool for studying past diet, demography, and life history. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 413-441). New York: John Wiley &amp; Sons, Inc.</li> <li>Stone, A.C. (2008). DNA analysis of archaeological remains. In: M.A. Katzenberg and S.R. Saunders (Eds.), <i>Biological anthropology of the human skeleton, second edition</i> (pp. 461-483). New York: John Wiley &amp; Sons, Inc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Spence, M.W., White, C.D., Longstaffe, F.J., Law, K.R. (2004). Victims of the victims: Human trophies worn by sacrificed soldiers from the Feathered Serpent Pyramid, Teotihuacan. <i>Anc Mesoam</i> 15, 1-15.</li> <li>• Prowse, T.L., Schwarcz, H.P., Garnsey, P., Knyf, M., Macchiarelli, R., Bondoli, L. (2007). Isotopic evidence for age-related immigration to Imperial Rome. <i>Am J Phys Anthropol</i> 132, 510-519.</li> <li>• Dupras, T.L., Schwarcz, H.P., Fairgrieve, S.I. (2001). Infant feeding and weaning practices in Roman Egypt. <i>Am J Phys Anthropol</i> 115, 204-212.</li> </ul>
Nov 22	No class, Thanksgiving
Nov 29/Dec 6	Final Presentations

# ANG6801-18Fall 0001

[Jump to Today](#) Edit

## ANG 6801: Ethnographic Field Methods

Department of Anthropology, College of Sciences

3 Credit Hours

### Instructor Information

- Instructor: Beatriz M. Reyes-Foster
- Office Location: HPH 409I
- Office Hours: Date and time (include virtual hours)
- Phone: (407) 823-2207
- Digital Contact: Webcourses or [beatriz.reyes-foster@ucf.edu](mailto:beatriz.reyes-foster@ucf.edu)

### Course Information

- Term: Fall 2018
- Course Number: ANG 6801
- Course Name: Ethnographic Field Methods
- Credit Hours: 3
- Class Meeting Days: Thursdays
- Class Meeting Time: Time
- Class Location: HPH 409 M

### Enrollment Requirements

Course Prerequisites: Admission to MA or PhD program or permission from instructor.

### Course Description

Ethnography is the backbone of cultural anthropology. It is both our primary research method and a genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete several exercises to practice their ethnographic skills and work toward their own research goals.

# Course Objectives/Learning Outcomes

By the end of this course, students will be able to:

- Design and execute an ethnographic field study by writing a proposal, carrying out the research, and writing a final paper.
- Apply the major methodological techniques of ethnography by collecting field data in the form of participant observation and interviews and transcribing and coding data.
- Craft an appropriate IRB Protocol and know how to submit a protocol to UCF's IRB system.
- Explain the major issues surrounding ethnographic fieldwork as evidenced in weekly reading response papers and the final paper.

## Course Materials and Resources

### Required Materials/Resources

- DeWalt, Kathleen and Billie DeWalt. *Participant Observation: A Guide for Fieldworkers*. Altamira Press. ISBN 9780759119277.
- Davis, Dána-Ain and Christa Craven. *Feminist Ethnography*. Rowman & Littlefield. ISBN 978759122451.
- Supplementary readings will be available on Webcourses.

### Optional Materials/Resources

- Gobo, Giampreto. *Doing Ethnography* (this is just a really good ethnographic methods book. You do not need to buy it).

## Course Activities

### Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Students are expected to attend class having read the required readings as well as the other students' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions and activities. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities every week. Your participation will be evaluated after each class.

The discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there are two discussion leaders, they should meet ahead of time and work together to create a discussion plan. These discussions can take many forms; you may introduce additional information obtained from websites or print media, or prepare interesting or provocative questions for the purpose of generating discussion. But, the discussion leader(s) should allow space for the discussion to develop and change



direction during the course of the conversation. There will be one week in the semester where each of you will report on an ethnography of your own choosing. During that week, you will present the ethnography to the class and there will no one designated presenter. More information will be provided later on this term.

## Reading Responses

Beginning in Week 2, you will write short responses to the required readings for each week (500-600 words, singled-spaced, bibliography, Chicago Style citations). Your responses must be posted in the Discussion section of the course Webcourses page by 11:59pm on the evening prior to class. You are expected to read your fellow students' responses before coming to class the following day. Reading responses are meant to be just that, responses to all of the weeks' readings and not just summaries. To receive full credit, responses must be critical, insightful reflections on the readings that comment on the texts and draw connections between the texts. Reading responses are graded as "Complete/Incomplete." **"Incomplete" grades will be given for responses that do not include a critical reflection on the readings.** Failure to post your response by the 11:59pm deadline will result in no credit given for the response. You will write 13 reading responses, but your lowest reading response grade will be dropped.

## Mini Project

You will design, conduct, analyze, and write up a mini project by drawing on the concepts and methods discussed in this course. The project will revolve around three 30-minute interviews and limited participant observation with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) Research Proposal, 2) IRB Protocol, 3) Data Collection and Analysis, and 4) Write Up. These parts will be graded and due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, including references and written using the Chicago (author-date) format).

## Project Presentation

You will give an in-class 20-30 minute presentation on your mini project to your fellow students at the end of semester. There will be a few minutes after each presentation for questions and comments. I will provide more information on how to give an oral presentation on a research project as the semester progresses.

## Activity Submissions

All assignments will be submitted through web courses. The final presentation will be made in class during the final exam period. All work must follow the Chicago Manual of Style.

## Attendance/Participation

Attendance for this course is required and monitored. You are allowed one unexcused absence during the semester. You must let me know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. If you are absent for more than one class without an excuse, you will lose attendance points.

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

I allow a three-day grace period for all assignment submissions **except the reading response papers**. However, please note that there will be a grade reduction per day for each day an assignment is submitted late. With the exception of the conditions described above, I will not accept assignments beyond the three-day grace period,

## Assessment and Grading Procedures

Assignment	Percentage of Grade
Reading Responses	10%
Research Proposal	20%
IRB Protocol	10%
Field notes and coding assignment	10%
Project write-up	20%
Project Presentation	10%
Attendance and Participation (10% for attendance, 10% for leading discussion)	20%
Total	100%

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	70 – 76 points
D	60 – 69 points
F	59 and below

## Course Schedule

You can find the course schedule by [following this link](#).

## Policy Statements

### Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

## Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(https://academicintegrity.org/\)](https://academicintegrity.org/).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)".

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. \(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see [http://goldenrule.sdes.ucf.edu/zgrade \(http://goldenrule.sdes.ucf.edu/zgrade\)](http://goldenrule.sdes.ucf.edu/zgrade).

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the

professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/Workplacesafety>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.



## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## Course Summary:

Date	Details	
Fri Aug 24, 2018	 <a href="https://webcourses.ucf.edu/courses/1292024/assignments/5695235">Introduction Post</a> <a href="https://webcourses.ucf.edu/courses/1292024/assignments/5695235">https://webcourses.ucf.edu/courses/1292024/assignments/5695235</a>	due by 11:59pm
Wed Aug 29, 2018	 <a href="https://webcourses.ucf.edu/courses/1292024/assignments/5695477">Reading Response 1</a> <a href="https://webcourses.ucf.edu/courses/1292024/assignments/5695477">https://webcourses.ucf.edu/courses/1292024/assignments/5695477</a>	due by 11:59pm

**Date****Details**

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-  [Attendance \(https://webcourses.ucf.edu/courses/1292024/assignments/5695473\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695473)
- 
-  [Field Notes & Coding Assignment \(https://webcourses.ucf.edu/courses/1292024/assignments/5695371\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695371)
- 
-  [IRB Protocol \(https://webcourses.ucf.edu/courses/1292024/assignments/5695369\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695369)
- 
-  [Participation \(https://webcourses.ucf.edu/courses/1292024/assignments/5695475\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695475)
- 
-  [Project Presentation \(https://webcourses.ucf.edu/courses/1292024/assignments/5695471\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695471)
- 
-  [Project Write-Up \(https://webcourses.ucf.edu/courses/1292024/assignments/5695469\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695469)
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-  [Proposal \(https://webcourses.ucf.edu/courses/1292024/assignments/5695363\)](https://webcourses.ucf.edu/courses/1292024/assignments/5695363)
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# Course Schedule

Week/Dates	Topic	Assignments
Week 1/August 23	Course Orientation	Introduction discussion post by August 24 (academic engagement activity)
Week 2/August 30	Key concepts in ethnographic fieldwork	<p>Read:</p> <ul style="list-style-type: none"> <li>• DeWalt &amp; DeWalt pg. 1-40.</li> <li>• Davis &amp; Craven, 1-28.</li> <li>• Marcus &amp; Cushman. 1982. "Ethnographies as Texts." <i>Annual Review of Anthropology</i>.</li> <li>• McGranaghan, Carole. "<a href="https://savageminds.org/2012/05/31/what-makes-something-ethnographic/">What Makes Something Ethnographic.</a>" (<a href="https://savageminds.org/2012/05/31/what-makes-something-ethnographic/">https://savageminds.org/2012/05/31/what-makes-something-ethnographic/</a>) <i>Anthrodendum (Savage Minds)</i>.</li> </ul> <p>COMPLETE:</p> <ul style="list-style-type: none"> <li>• CITI certification. <a href="http://www.research.ucf.edu/Compliance/irb.html">http://www.research.ucf.edu/Compliance/irb.html</a></li> </ul>
Week 3/September 6	What is "the field"?	<ul style="list-style-type: none"> <li>• Boellstorff, Tom. 2010. Selections from <i>Coming of Age in Second Life: An Anthropologist Explores the Virtually Human</i>, 60-86 ("Method"). Princeton: Princeton University Press.</li> <li>• Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." <i>Human Organization</i> 60:40-46.</li> <li>• Davis &amp; Craven. Pg. 29-52.</li> <li>• Simpson, Audra. 2014. Selections from <i>Mohawk Interruptus</i>, 95-113 ("Ethnographic Refusal, Anthropological Need"). Durham: Duke University Press.</li> </ul>
Week 4/September 13	Participant Observation	<ul style="list-style-type: none"> <li>• DeWalt and DeWalt, pg. 41-97, 137-156</li> <li>• Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In <i>Handbook of Qualitative Research</i>, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage Publications.</li> <li>• Davis &amp; Craven, Pg. 75-98</li> </ul>



Week 5/September 20	Interviews	<ul style="list-style-type: none"> <li>Weiss, Robert S. 1994. Selections from <i>Learning From Strangers: The Art and Methods of Qualitative Interview Studies</i>, 1-83 (Chapters 1-4). New York: The Free Press.</li> <li>Gobo, Giampreto. Selections from <i>Doing Ethnography</i>. Pg. 180-189 ("Ethnographic Interview.")</li> </ul>
Week 6/September 27	Research design	<ul style="list-style-type: none"> <li>DeWalt and DeWalt, pg. 109-136</li> <li>Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." <i>Current Anthropology</i> 32:485-489.</li> <li>Gobo, Giampreto. Selections from <i>Doing Ethnography</i>. Pg. 72-101 ("Research Design").</li> </ul> <p>COMPLETE: Research Proposal</p>
Week 7/October 4	Ethical fieldwork and IRBs	<ul style="list-style-type: none"> <li>American Anthropological Association 2012 Code of Ethics.</li> <li>DeWalt and DeWalt, pg. 211-226</li> <li>Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." <i>Anthropological Quarterly</i> 76:269-285.</li> <li>Davis &amp; Craven. Pg. 99-120 ("Challenges")</li> </ul> <p>COMPLETE: IRB Protocol</p>
Week 8/October 11	Gaining trust and access	<ul style="list-style-type: none"> <li>Gobo, Giampreto. Selections from <i>Doing Ethnography</i>. Pg. 121-137 ("Entering the field").</li> <li>Atkinson, Paul, and Martyn Hammersley. 2007. Selections from <i>Ethnography: Principles in Practice</i>, 41-62 ("Access"). London: Routledge.</li> <li>Arndt, Grant. 2016. <i>Settler Agnosia in the Field: Indigenous Action, Functional Ignorance, and the Origins of Ethnographic Entrapment</i>. <i>American Ethnologist</i>.</li> <li>Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In <i>Dispatches From the Field: Neophyte Ethnographers in a Changing World</i>, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.</li> </ul>
Week 9/October 18		<ul style="list-style-type: none"> <li>Deloria, Vine. 1967. <i>Anthropologists and Other Friends</i>. from <i>Custer Died for your Sins</i>.</li> </ul>

	Ethnography and colonialism	<ul style="list-style-type: none"> <li>• Biolsi and Zimmerman. 1997. What's Changed, What Hasn't. in <i>Indians and Anthropologists: Vine Deloria Jr and the Critique of Anthropology</i>. 2-23.</li> <li>• Allen, Jafari Sinclair and Ryan Cecil Johnson. 2016. "<a href="https://www.journals.uchicago.edu/doi/full/10.1086/685502">The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties</a>" (<a href="https://www.journals.uchicago.edu/doi/full/10.1086/685502">https://www.journals.uchicago.edu/doi/full/10.1086/685502</a>) <i>Current Anthropology</i>.</li> <li>• <a href="https://login.ezproxy.net.ucf.edu/login?auth=shibb&amp;url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=buh&amp;AN=66808569&amp;site=eds-live&amp;scope=site">Uddin, Naser. 2011. "Decolonising Ethnography in the Field: An Anthropological Account."</a> (<a href="https://login.ezproxy.net.ucf.edu/login?auth=shibb&amp;url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=buh&amp;AN=66808569&amp;site=eds-live&amp;scope=site">https://login.ezproxy.net.ucf.edu/login?auth=shibb&amp;url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=buh&amp;AN=66808569&amp;site=eds-live&amp;scope=site</a>) <i>International Journal of Social Research Methodology</i>. (<a href="https://login.ezproxy.net.ucf.edu/login?auth=shibb&amp;url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=buh&amp;AN=66808569&amp;site=eds-live&amp;scope=site">https://login.ezproxy.net.ucf.edu/login?auth=shibb&amp;url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=buh&amp;AN=66808569&amp;site=eds-live&amp;scope=site</a>)</li> </ul> <p>OPTIONAL:</p> <ul style="list-style-type: none"> <li>• Simpson, A. 2018. "Why White People Love Franz Boas: or, The Grammar of Indigenous Dispossession" in <i>Indigenous Visions: Rediscovering the World of Franz Boas</i>. Ned Blackhawk and Isaiah Wilner, (eds). New Haven: Yale University press. Pp. 166-181.</li> </ul>
Week 10/October 25	Analyzing data and field notes	<ul style="list-style-type: none"> <li>• DeWalt and DeWalt, pg. 157-210</li> <li>• Gobo, Giampreto. Selections from <i>Doing Ethnography</i>. Pg. 211-241 ("Coding and Analyzing Ethnographic Data.").</li> </ul> <p>COMPLETE: Field Data and Coding Assignment</p>
Week 11/November 1st	<b>FOOTBALL GAME: NO CLASS</b>	Work on your own individual projects.
Week 12/November 8	Writing and reflexivity	<ul style="list-style-type: none"> <li>• Atkinson, Paul, and Martyn Hammersley. 2007. Selections from <i>Ethnography: Principles in Practice</i>, 191-208 ("Writing Ethnography"). London: Routledge</li> </ul>

		<ul style="list-style-type: none"> <li>• Davis &amp; Craven. Pg. 121-144. "Producing Feminist Ethnography."</li> <li>• Smith, Andrea. "Unsettling the Privilege of Self-Reflexivity." Geographies of Privilege.</li> <li>• Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." <i>Harvard Educational Review</i>.</li> </ul>
Week 13/November 15	<p style="text-align: center;"><b>AMERICAN ANTHROPOLOGICAL ASSOCIATION MEETINGS  NO CLASS</b></p>	<p>Ethnographic Example. Student choice with prior instructor approval.</p> <p>COMPLETE: Book Review</p>
Week 14/November 22	<p style="text-align: center;"><b>THANKSGIVING  NO CLASS</b></p>	
Week 15/November 29	Studying Up	<ul style="list-style-type: none"> <li>• Gusterson, Hugh. 1997. "Studying Up Revisited." <i>PoLAR: Political and Legal Anthropology Review</i> 20:114-119.</li> <li>• Ho, Karen. 2012. "'Studying Up' Wall Street: Reflections on Theory and Methodology." In <i>Researching Amongst Elites: Challenges and Opportunities in Studying Up</i>, edited by Luis L.M. Aguiar and Christopher J. Schneider, 29-48. Farnham: Ashgate Publishing.</li> <li>• Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In <i>Reinventing Anthropology</i>, edited by Dell Hymes, 284-311. New York: Vintage Books.</li> </ul>
Week 16/ December 6	<p style="text-align: center;"><b>In-Class Presentations</b></p>	<p>COMPLETE:</p> <p>Project Write-Up</p> <p>Project Presentations</p>