

MUMMIES, ZOMBIES & VAMPIRES

ANTHROPOLOGY OF THE UNDEAD

ANT3026 (0W59) • Fall 2018

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



Instructor Contact

Instructor: Dr. Sandra Wheeler

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Course Information

Course ID: ANT3026 (0W59)

Course name: Mummies, Zombies and Vampires: Anthropology of the Undead

Credit hours: 3.0 hours

Semester/Year: Fall/2018

Location: Fully online in Webcourses

University Catalogue Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. PR: ANT 2000, ANT 2511 or C.I.

Course Overview

In this course, we will investigate the long history and relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and consumed (no pun intended) much of our time in game apps. How are they made, why do they eat brains, but more importantly, would *you* survive a zombie-pocalypse.

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that's not the case!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

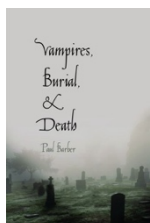
Learning Outcomes

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

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Examine how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the [UCF Library](#)!! You may view them online **OR** download the **FULL PDF** for reading offline!! If you are off campus, you will need to **log into** the [UCF Library](#) website to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You're welcome! For a full list of readings by module, see table below.



Vampires, Burial, and Death

Author: Paul Barber

Edition: 2nd

Year: 2010

Publisher: Yale University Press

ISBN: 0300164815 (available in paperback) **OR FOR FREE** through the UCF Library:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957>



Zombies: A Cultural History

Author: Roger Luckhurst

Year: 2015

Publisher: Reaktion Books

ISBN: 1780236697 (available in paperback) and in Kindle **OR FOR FREE** through the UCF Library:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149>

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% | | | | |

Student Evaluation

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

| Assignment | Percent | Description |
|------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| Supernatural Discussions (2) | 20% | Written post and response on supernatural beliefs |
| Written Assignments (2) | 20% | Written assignments based on course materials, complete 2 of 3 assignments |
| Quizzes (11) | 20% | 13 module quizzes based on course materials, 2 lowest quiz scores dropped |
| Exams (3) | 40% | 3 True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials |

Supernatural Discussions: There are **2 required discussions** that relate to our belief in the supernatural world. **Everyone is required to complete both!** Details for each Discussion can be found on the assignment pages. Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete! Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 quizzes** in this course. Each module has a quiz at the end based on all the materials presented in that module. Quizzes are online and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest 2 quiz scores** are dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **three required exams** in this course. Exams are **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the

allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online, is NOT cumulative, and is scheduled during Final's Week.**

What About Make-Up Work?

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances like a zombie apocalypse, hurricanes, pan-Internet virus, birth/arrival of a new baby (hey, there were 2 last term!) etc. These circumstances include exceptional EMERGENCIES (that require that you show me some kind of official documentation), and the make-up exam/quiz will be different than the original exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme.

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams will be paced like a regular face-to-face course, with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! You will hear my disembodied voice on the posted lectures, sometimes it's nice to attach a face to the voice.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes (13) due by 11:59pm Written assignments (3) due by 11:59pm | <ul style="list-style-type: none"> Start review of module pages | <ul style="list-style-type: none"> Read text and additional readings Pop in during online office hours | <ul style="list-style-type: none"> Watch any video or media in modules | <ul style="list-style-type: none"> Exams (3) open at 8am | <ul style="list-style-type: none"> Supernatural Discussions (2) and responses due by 11:59pm | <ul style="list-style-type: none"> Dance |

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

This course begins on **MONDAY, AUG 20, 2018** and ends on **SATURDAY, DEC 1, 2018**. The Final Exam (Exam 3) is available during Final's Week, **MONDAY, DEC 3-FRIDAY, DEC 7, 2018**. Over the course of this semester, you will be expected to:

- review online content and additional readings outside of your textbooks
- complete various online assignments
- complete module quizzes
- complete three online exams

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your book. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open weekly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

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**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Academic Responsibility & 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, quizzes and exams 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: 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. And hey, zombies have feelings too, so don't hurt them. 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 on the Discussion boards, assignments or other areas of the online classroom, **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 (if you are on campus)

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> 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.

Deployed Active 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 me 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.

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 (i.e., zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. 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 and see the table below for the weekly reading schedule and due dates.

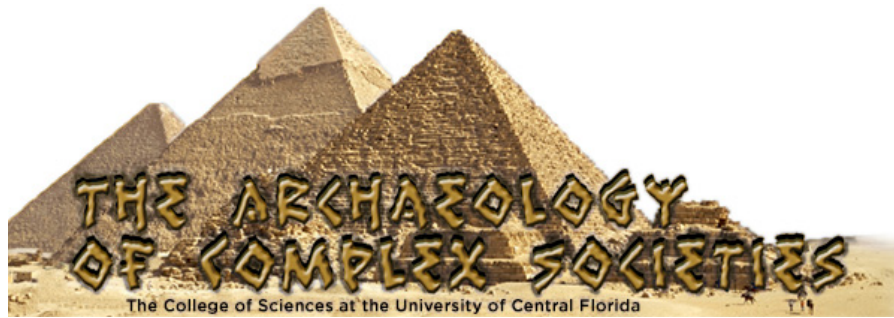
ANT3026 Required Reading and Due Dates, Fall 2018

| Module | Topic, Required Readings and Due Dates |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1 | <p>Death and Decay</p> <p>Text</p> <ul style="list-style-type: none"> Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Readings</p> <ul style="list-style-type: none"> Roach M. How to Know if You're Dead (pages 167-195). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. Roach M. Life After Death (pages 61-84). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. <p>Assignments</p> <ul style="list-style-type: none"> Getting Started Activity: due Aug 24 Quiz 1: due Aug 26 |
| Module 2 | <p>Curses and Cures</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Cockburn A. Introduction (pages 1-11). In: <i>Mummies, Disease, and Ancient Cultures</i>. 2nd Ed. Cambridge University Press. Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: <i>Mummies of the World</i>. Prestel. Brier B. Tutankhamen, Superstar (pages 161-178). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 2: due Sep 2 |
| Module 3 | <p>Living with the Dead</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Daily Mail article, Indonesian Villagers Dig Dead Relatives <p>Assignments</p> <ul style="list-style-type: none"> Supernatural Perceptions Discussion: due Sep 7 with response by Sep 16 Quiz 3: due Sep 9 |
| Module 4 | <p>Mummy Mania</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. Brier B. The Mummy Goes to the Movies (pages 179-192). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. Brier B. The Mummies Sing Songs of the Nile (pages 151-160). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 4: due Sep 23 |
| Module 5 | <p>20th and 21st Century Mummies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: <i>Mummies of the World</i>. Prestel. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 5: due Sep 30 |
| Exam 1 (opens 8:00am on Thursday, Sep 27 and closes 11:59pm on Sunday, Sep 30, 2018) | |
| Module 6 | <p>Vampire Origins and Folklore</p> <p>Text</p> <ul style="list-style-type: none"> Barber P. 1988. Preface to Chapter VII (pages v-45). In: <i>Vampires, Burial & Death</i>. Yale University Press. |

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| | <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 6: due Oct 7 • Meet a Mummy assignment: due Oct 7 |
| Module 7 | <p>Search and Destroy</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters VI-X (pages 46-97) and XVI (pages 154-165). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Reading</p> <ul style="list-style-type: none"> • Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. <i>PLoSOne</i> 9(11): e113564. • Roach M. 2006. How to Weigh a Soul (pages 79-106). In: <i>Spook: How Science Tackles the Afterlife</i>. W.W. Norton & Co. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 7: due Oct 14 |
| Module 8 | <p>Vampire Archaeology</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapter XII (pages 98-101). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Readings</p> <ul style="list-style-type: none"> • Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. <i>Cambridge Archaeological Journal</i> 24: 467-476. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 8: due Oct 21 |
| Module 9 | <p>Coffins and Counts – Vampire Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 9: due Oct 28 |
| Exam 2 (opens 8:00am on Thursday, Oct 25 and closes 11:59pm on Sunday, Oct 28, 2018) | |
| Module 10 | <p>Zombie Origins</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 10: due Nov 4 • Bad Old Vlad assignment: due Nov 4 |
| Module 11 | <p>Evil and Undead Zombies</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Chapter 3 (pages 58-74). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Additional Readings</p> <ul style="list-style-type: none"> • Carroll N. 2010. The Fear of Fear Itself. In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court. • Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: <i>Zombies Are Us: Essays on the Humanity of the Walking Dead</i>. McFarland & Company, Inc. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 11: due Nov 14 |
| Module 12 | <p>Zombie in Film and Pop Culture</p> <p>Text</p> |

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| | <ul style="list-style-type: none"> • Luckhurst R. 2015. Chapter 4 (pages 75-96) and Chapters 6-7 (pages 109-166). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Additional Reading</p> <ul style="list-style-type: none"> • Silem Mohammad K. 2010. <i>Zombies, Rest, and Motion: Spinoza and the Speed of Undeath</i> (pgs 91-102). In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 12: due Nov 18 • Supernatural Reflections Discussion: due Nov 30 with response by Dec 7 |
| Module 13 | <p>Zombie Globalization</p> <p>Text</p> <ul style="list-style-type: none"> • Luckhurst R. 2015. Chapter 8 (pages 167-196). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 13: due Dec 2 |
| Exam 3 (opens 8:00am on Monday, Dec 3 and closes 11:59pm on Friday, Dec 7, 2018) | |

Course Syllabus

[Jump to Today](#)
 Edit


Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Office Hours: Monday 10-11 AM, Thursday 1-2 PM and by appointment
- Phone: 407-832-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>) (<mailto:brigitte.kovacevich@ucf.edu>)
- Skype: brigitte.kovacevich23 (by appointment only)

T.A. Contact

- T.A.: (Melvin) Rodrigo Guzman
- Office: Howard Phillips Hall Room 309
- Office Hours: Thursday 10 AM- 12 PM
- Phone: 407-832-2227
- E-mail: mrguzman@Knights.ucf.edu

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 1
- Credit Hours: 3
- Semester/Year: Fall 2016
- Location: Online

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world- Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica- human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT

2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

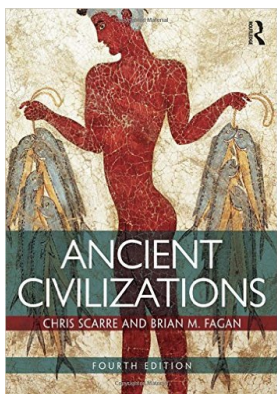
Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials



Ancient Civilizations, 4th Ed. (2016) C. Scarre and B. Fagan, Routledge Press- Print OR Digital version may be purchased.

This is a concise and comprehensive text describing the most recent archaeological discoveries on the rise of the first civilizations in Mesopotamia, Egypt, India, China, Mexico, and the Andes.

This book can be purchased as EITHER print OR digital format. You don't need to have both, but I wanted to give you options. The digital version is fully searchable, so if you are looking for a term it can be easily found.

There are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of **500 total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 125 points, and 3 exams worth a total of 300 points.

Modules will open and close weekly every Monday, with the exception of the "Getting Started Module" which closes on August 24th, the first Friday, then you have another week until 9/3 to complete Module 1. You will also have an extra week after Module 11 opens, which is the beginning of a group project that may take some time to coordinate, so you will have two weeks to complete it. **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open at 12 AM the following day. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page.

Academic Activity Assignment: As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [Syllabus Quiz \(%24CANVAS COURSE REFERENCE%24/assignments/%24CANVAS OBJECT REFERENCE%24/quizzes/ie9442ae1dee6ddab92894ee0579886d5\)](#) by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday, August 24th at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

Quizzes: Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will be open for 4 days (72 hours) and will always close on Fridays, but I will post a Study Guide well before the exam opens so that you can begin studying. We will also have online review sessions a couple of days before the exams so that you can ask questions in real time.

Module Assignments: These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Debate Participation: This will be a group module assignment that will take place over the last three modules of the semester. You will be able to choose whether you would like to participate as an individual or a group. If you choose group (to be done mid-semester) you will divide into groups of 10, then half of each group will take sides of a theory about the rise of complex society. You will use our course materials to create an opening statement, rebuttal, and closing statement during the course of three modules. Specific archaeological evidence from course materials must be used with supporting citations and bibliography. Each of these posts in a discussion board will be worth 20 points according to an assigned rubric. See [Preparing for the Debate](#) for more information. Each student will receive an individual grade for the assignment based on what the instructor observes of individual activity in the discussion boards.

Course Schedule

| Module | # of Mini Quiz or Exam Points | Assignment Points | Closing Date for Module |
|--------|-------------------------------|-------------------|-------------------------|
|--------|-------------------------------|-------------------|-------------------------|

| | | | |
|------------------------|------------|------------|---------------------------------------|
| | | | |
| Getting Started | 5 | 5 | Friday, August 24, 11:59 PM |
| 1 | 5 | 5 | Monday, September 3, 11:59 PM |
| 2 | 5 | 15 | Friday, September 10, 11:59 PM |
| 3 | 5 | 5 | Monday, September 17, 11:59 PM |
| 4 | 5 | 0 | Monday, September 24, 11:59 PM |
| Exam 1 | 100 | 0 | Friday, September 28, 11:59 PM |
| 5 | 5 | 10 | Monday, October 1, 11:59 PM |
| 6 | 5 | 10 | Monday, October 8, 11:59 PM |
| 7 | 5 | 0 | Monday, October 15, 11:59 PM |
| 8 | 5 | 10 | Monday, October 22, 11:59 PM |
| Exam 2 | 100 | 0 | Friday, October 26, 11:59 PM |
| 9 | 5 | 0 | Monday, October 29, 11:59 PM |
| 10 | 5 | 10 | Monday, November 5, 11:59 PM |
| 11 | 5 | 20 | Monday, November 19, 11:59 PM |
| 12 | 5 | 20 | Monday, November 26, 11:59 PM |
| 13 | 5 | 25 | Monday, December 3, 11:59 PM |
| Final Exam | 100 | 0 | Friday, December 8, 11:59 PM |
| Total Points | 370 | 130 | |

Other Important Dates and Information:

Add class deadline Friday, August 24

Drop class deadline: Thursday, August 23

Withdrawal deadline for this course: Friday, October 26th

Final course closing date: 11:59pm, Monday, December 19th

Grading

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for

improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

| Grading Scale (%) | |
|-------------------|----|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 70-76 | C |
| 60-69 | D |
| 0-59 | F |

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences MUST be provided in order for a make-up to be allowed.

*****If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken.**

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: Everyone must take part in a group project. All members of a group will receive different scores based on the work they did that was observed by the instructor in interactions in your group page discussions.

Grade Dissemination: All grades will be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case, the professor will produce a solution.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

Disability Access: 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 who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Please let the professor know within the first week of class if any accommodations are needed so that I may have time to address them.

Professionalism Policy: The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the video lectures, articles you may have found online, or archaeology in general. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against the professor or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the **Discussions** board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

***This applies to mass emails, you are obviously more than welcome to email individual friends in the class

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Turinitin.com: In this course we will utilize [turnitin.com](http://www.turnitin.com), an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

<http://www.turnitin.com> (<http://www.turnitin.com>).

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

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.

[Modules List](#)

Course Summary:

| Date | Details | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Aug 24, 2018 |  Academic Activity Syllabus Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726173) | due by 11:59pm |
| |  Introduction Discussion (https://webcourses.ucf.edu/courses/1300730/assignments/5726201) | due by 11:59pm |
| Mon Sep 3, 2018 |  Archaeology of Your Room (https://webcourses.ucf.edu/courses/1300730/assignments/5726209) | due by 11:59pm |
| |  Module 1 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726181) | due by 11:59pm |
| Mon Sep 10, 2018 |  Annotated Bibliography (https://webcourses.ucf.edu/courses/1300730/assignments/5726207) | due by 11:59pm |
| |  Module 2 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726197) | due by 11:59pm |
| |  Obojobo (https://webcourses.ucf.edu/courses/1300730/assignments/5726225) | due by 11:59pm |
| Mon Sep 17, 2018 |  Heterarchy Discussion (https://webcourses.ucf.edu/courses/1300730/assignments/5726203) | due by 11:59pm |
| |  Module 3 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726191) | due by 11:59pm |
| Mon Sep 24, 2018 |  Module 4 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726169) | due by 11:59pm |
| Fri Sep 28, 2018 |  Exam 1 (https://webcourses.ucf.edu/courses/1300730/assignments/5726177) | due by 11:59pm |

| Date | Details | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Oct 1, 2018 |  Extra Credit #1 (https://webcourses.ucf.edu/courses/1300730/assignments/5726211) | due by 11:59pm |
| |  Flow Chart (https://webcourses.ucf.edu/courses/1300730/assignments/5726215) | due by 11:59pm |
| |  Module 5 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726179) | due by 11:59pm |
| Mon Oct 8, 2018 |  Ancient Egyptian Monopoly (https://webcourses.ucf.edu/courses/1300730/assignments/5726205) | due by 11:59pm |
| |  Module 6 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726175) | due by 11:59pm |
| Mon Oct 15, 2018 |  Module 7 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726183) | due by 11:59pm |
| Mon Oct 22, 2018 |  Indus Script Assingment (https://webcourses.ucf.edu/courses/1300730/assignments/5726217) | due by 11:59pm |
| |  Module 8 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726187) | due by 11:59pm |
| Fri Oct 26, 2018 |  Exam 2 (https://webcourses.ucf.edu/courses/1300730/assignments/5726189) | due by 11:59pm |
| Mon Oct 29, 2018 |  Module 9 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5751593) | due by 11:59pm |
| Mon Nov 5, 2018 |  Module 10 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726193) | due by 11:59pm |
| |  Space and Place Assignment (https://webcourses.ucf.edu/courses/1300730/assignments/5726227) | due by 11:59pm |
| Fri Nov 9, 2018 |  Extra Credit #2-AIA Lecture on 11/3 or Alternate Assignment (https://webcourses.ucf.edu/courses/1300730/assignments/5726213) | due by 11:59pm |
| Mon Nov 19, 2018 |  Maya Debate-Reminder Opening Arguments Due (https://webcourses.ucf.edu/courses/1300730/assignments/5726221) | due by 11:59pm |
| |  Module 11 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726185) | due by 11:59pm |
| Mon Nov 26, 2018 |  Maya Debate Reminder: Rebuttals Due (https://webcourses.ucf.edu/courses/1300730/assignments/5726223) | due by 11:59pm |
| |  Module 12 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726171) | due by 11:59pm |
| Mon Dec 3, 2018 |  Maya Debate Reminder: Closing Statements Due (https://webcourses.ucf.edu/courses/1300730/assignments/5726219) | due by 11:59pm |
| |  Module 13 Quiz (https://webcourses.ucf.edu/courses/1300730/assignments/5726199) | due by 11:59pm |
| Fri Dec 7, 2018 |  Exam 3 (https://webcourses.ucf.edu/courses/1300730/assignments/5726195) | due by 11:59pm |
| |  Study Participation (https://webcourses.ucf.edu/courses/1300730/assignments/5726229) | |

Patriots, Pioneers, Soldiers and Slaves American Historical Archaeology

**ANT 3154 0W59
Fall 2018 (3 credits)**

| | |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Instructor: | Dr. Pete T. Sinelli |
| Office: | Phillips Hall 309 c |
| Office phone: | 823-2227 |
| Cell phone: | (407) 575-6456 |
| Email: | ptsinelli@gmail.com Peter.sinelli@ucf.edu |
| Teaching Assistants and their office hours (all in HPH 309) | Hanna: M 1-3pm and T 8-10am Lexie: W 3:45-5:45 and Th 10:30-12:30 |
| Sinelli Office Hours: | M 8:15-8:45 and 10:30-1:00 W 8:15-8:45 and 10:30-11:45 Tuesdays by appointment. |

Course Description: This course introduces to the student to the anthropological subfield of historical archaeology. According to the Society for Historical Archaeology...

Historical archaeology is the study of the material remains of past societies that also left behind some other form of historical evidence. This field of research embraces the interests of a diverse group of scholars representing the disciplines of anthropology, history, geography, and folklore. In the New World, historical archaeologists work on a broad range of sites preserved on land and underwater. These sites document early European settlement and its effects on Native American peoples, as well the subsequent spread of the frontier and later urbanization and industrialization. By examining the physical and documentary record of these sites, historical archaeologists attempt to discover the fabric of common everyday life in the past and seek to understand the broader historical development of their own and other societies (sha.org)

Specifically, this course examines the historical archaeology of the United States. The course is designed to help students better understand America's history through an archaeological lens rather than to train them to become practicing historical archaeologists. It begins with a brief overview of historical archaeology theory and methods to acquaint the student with the discipline. Thereafter, the course surveys the results of historical archaeological research and excavations of specific historical topics, periods, and events.

Course Goals:

- Introduce students to the anthropological subdiscipline of historical archaeology.
- Provide an overview of the methods and theories that guide historical archaeology research.
- Explain how historical archaeology plays an important role in reconstructing the past and understanding the present.
- Provide examples of how historical archaeology can help us understand the lifeways and social and economic roles of society's disenfranchised populations about which little or nothing is recorded in the documentary record.
- Survey the results of historical archaeology research and excavations to enhance student understanding of the past.

Prerequisites: None

Textbooks:

Orser, C.E. 2017 *Historical Archaeology*. Rutledge

Deetz, J. 1996 *In Small Things Forgotten*. Anchor Books, New York.

There will also be weekly readings and other materials for each of the survey topics. Journal articles, links to movies, etc. will be made available through links UCF library services. Other resources will be posted to Webcourses.

Evaluation and Grading:

Exams: 200 points

There will be two exams worth 100 points.

Case Studies: 150 points

Students will complete three 3-5 page case studies during the topical discussions. More details and a rubric will be discussed in class before the first exam.

Final Project: 150 points

Students will be randomly assigned into groups of three and together will choose and research a historical archaeology site, project, or topic. Teams will submit a proposal (25 points) and prepare a 15 page research paper (100 points). Peer review of other group members will account for the remaining 25 points. More details and a rubric will be discussed in class before the first exam.

Grading Scale:

The +/- system will be used in this course. These percentages correspond to the following letter

grades: A = 470 or more

C+ = 385-399

A- = 450-469

C = 370-384

B+ = 435-449

C- = 350-369

B = 420-434

D+ = 335-349

B- = 400-419

D = 320-334

D- = 300-319

F = 299 or less

Individual exams will not be curved. Neither will the overall course distribution.

Make-up Exams: If there is an unforeseen emergency and you will not be able to take an exam or assignment, it is critical that you notify me immediately via phone or email.

I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Academic Dishonesty: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM, and you will also receive the "Z" designation on your final grade. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Special needs students: 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, 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.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

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.

Final grades: Some things in life are certain. Death. Taxes. Students coming to professors at the end of the semester to beg for extra credit because they aren't going to get the grade they want.

Do not approach me to ask if there is anything you can do to help your grade. I do not make individual allowances to anyone—it simply is not fair. If you are doing poorly in the class you need to see me early in the semester so we can discuss ways to improve your study habits and effectiveness taking exams.

Survey Topics and Outline of Course Schedule:

Section 1: The Discipline of Historical Archaeology

Week 1: Introduction to the course

Week 2: Introduction to Historical Archaeology

Week 3: Historical Sites and Artifacts

Week 4: Methods in Historical Archaeology

Week 5: Interpretations

Week 6: Applications and EXAM 1

Section 2: Topics in Historical Archaeology

Week 7-8: Colonial Archaeology

Week 9-10: Frontier Archaeology

Week 11-12: Military Archaeology

Week 13-14: African American Archaeology

Section 3: Paper Preparations

Weeks 15 and 16 (the short week of Thanksgiving and the entire week after) will be reserved for students to finalize their group paper, which is due Monday, December 3 at 12:00 pm.

Section 4: Final Exam

Week 17 (Finals week on campus): FINAL EXAM (not cumulative)

IMPORTANT: Each week's material and assignments will be released on Webcourses every Monday at 12:00 pm. This will include reading assignments, journal articles, movie links, instructions, due dates, rubrics for case studies, etc.

Syllabus




ANT3163 Mesoamerican Archaeology



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

ANT 3163: Mesoamerican Archaeology Dr. Amanda Groff Syllabus

Instructor Contact

| | |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor |  Dr. Amanda T. Groff amanda.groff@ucf.edu mailto:amanda.groff@ucf.edu |
| Office | HPH 309 |
| Office Hours(Virtual) | Contact at skype screenname: "profgroffucf" by appt. or in person Tuesdays 10am-11:30am; 1-2pm Please make an appointment first!! |
| Phone | Dept Phone: 823-2227 |
| E-mail | amanda.groff@ucf.edu |
| GTA | Danielle Waite |
| GTA E-Mail | daniellewaite@knights.ucf.edu |
| GTA Office | HPH 309 (Computer Lab) |
| GTA Office Hours | Virtual office hours can be arranged. |

Course Information

| | |
|----------------------|------------------------------------|
| Course Name | ANT 3163- Mesoamerican Archaeology |
| Credit Hours | 3 hrs |
| Semester/Year | Fall 2018 |
| Location | 100% Online |

Course Description

This course is designed to provide an introduction to the prehistory of the peoples of Mesoamerica, a culture area that includes all of Guatemala and Belize and parts of Mexico, El Salvador, and Honduras. We will explore the entire span of human occupation in this region, from its first settlement over 13,000 years ago to the arrival of the Spanish. We will focus in more detail on five of the most significant Pre-Columbian societies in a roughly chronological perspective: the great Olmec tradition of the Gulf coast, the Zapotec kingdom of the Valley of Oaxaca, the great metropolis of Teotihuacan in central Mexico, lowland Maya civilization in Central America and the Yucatan Peninsula, and the Aztec Empire of central Mexico. In examining these societies, we will discuss the interactions of these Pre-Columbian peoples, their worldviews and belief systems, their relationships with the environment, and their economic systems. Emphasis will be placed on the nature of the archaeological interpretation of these cultures

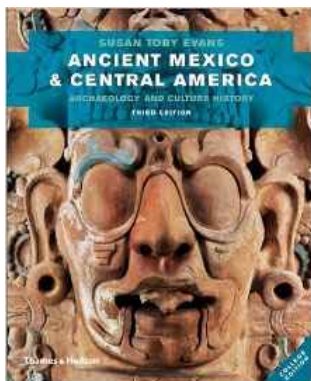
Course Objectives

The specific objectives for this course are that students:

- develop a geographic understanding of Mesoamerica,
- learn the temporal diversity of Mesoamerica,
- understand the various different cultures that comprise Mesoamerica, and
- understand the dynamic field of Mesoamerican archaeology, especially how archaeologists gather information and interpret the past.

Required Text

(available at the bookstore & used copies may be available at Amazon.com):



Title: *Ancient Mexico and Central America: Archaeology and Culture History* 3rd edition

Publisher: Thames and Hudson

Year: 2013 ISBN: 978-0500290651

Course Requirements

This course begins on August 20th, 2018 and ends on December 7th, 2018. **This course is a self paced course, so you may go at your own speed; however, modules are due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing

dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Schedule and Total Points

| Module # | Chapter Readings | # of Quiz Points | Assignment Points | Closing Date for Module |
|------------------------|------------------|------------------|-------------------|-------------------------|
| Getting Started Module | - | 10 | 5 | August 24 |
| 1 | 1 & 2 | 5 | 10 | September 2 |
| 2 | 3 & 4 | 5 | 10 | September 9 |
| Exam 1 | - | 100 | - | September 16 |
| 3 | 5 & 6 | 5 | 10 | September 23 |
| 4 | 7 & 8 | 5 | 25 | September 30 |
| 5 | 9 | 5 | 15 | October 7 |
| Exam 2 | - | 100 | - | October 14 |
| 6 | 10 | 5 | 10 | October 21 |
| 7 | 11 & 12 | 5 | 10 | October 28 |
| 8 | 13 & 14 | 5 | 10 | November 4 |
| Exam 3 | - | 100 | - | November 11 |
| 9 | 15 | 5 | 15 | November 18 |
| 10 | 16 & 17 | 5 | 15 | November 25 |
| 11 | 18 & 19 | 5 | 10 | December 2 |
| Exam 4 (Final) | - | 100 | - | December 7 |

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

Grading Scheme

This course weights grades to emphasize your writing accomplishments.

| <u>Assignment Group</u> | <u>Percentage of your Final Grade</u> |
|-------------------------|---------------------------------------|
| Exams | 40% |
| Mini-Quizzes | 10% |
| Written assignments | 50% |

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 40%, 10%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) =

final course percentage. If a student scores 75% in Group A, 86% in Group B, and 94% in Group C, the final score would be calculated as $(.75 \times .40) + (.86 \times .10) + (.94 \times .50) = .856$, or 85.6%.

The +/- system will be used in this course. These percentages correspond to the following letter grades

| Letter Grade | Percentage |
|--------------|------------|
| A | 92.5-100% |
| A- | 89.5-92% |
| B+ | 86.5-89% |
| B | 82.5-86% |
| B- | 79.5-82% |
| C+ | 76.5-79% |
| C | 69.5-76% |
| D+ | 66.5-69% |
| D | 62.5-66% |
| D- | 59.5-62% |
| F | <59 |

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-)

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Important Dates and Information

Add class deadline Friday, August 24 ; Drop class deadline: Thursday, August 23

Withdrawal deadline for this course: Friday, October 26

Final course closing date: Friday, December 7

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 24**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

There are NO make-ups in this course. As each set of modules closes every three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note

with dates, obituary) of these incidences MUST be provided in order for a make-up to be allowed. *** A broken computer is NOT a valid excuse.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

****If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline. Screen shot directions: <http://www.take-a-screenshot.org/> (<http://www.take-a-screenshot.org/>)**

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

***This applies to mass emails, you are obviously more than welcome to email individual friends in the class

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5pm on the due date to work on an assignment and experiences an issue, they are responsible for finding a solution (Unless there is a mass issue that effects every student in the class...if this is the case the professor will produce a solution.

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](http://www.academicintegrity.org/ica/asssets/FVProject.pdf). (<http://www.academicintegrity.org/ica/asssets/FVProject.pdf>)

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>).

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) (<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.

****If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

*****Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.**

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).
- 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.html>) (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>) 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 contains copyright protected materials such as audio or video clips, video lectures, 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.

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

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.

My expectations of you for taking Mesoamerican Archaeology

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

What You Can Expect From Me

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

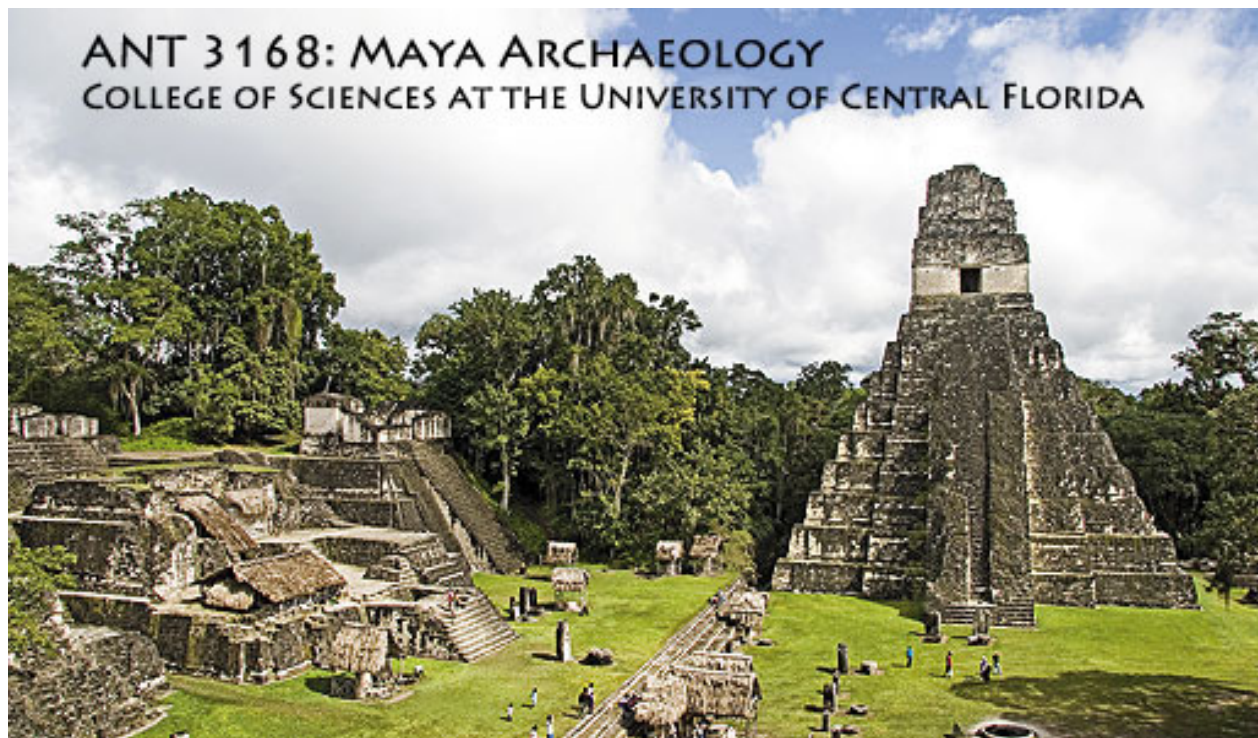
If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

****The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Class Information

- Class Meeting Days: TTH
- Class Meeting Time: 4:30-5:45
- Classroom: HEC 119

Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 309P
- Office Hours: Monday 10-11 AM and Thursday 1-2 PM
- Phone: 407-832-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)
(<mailto:brigitte.kovacevich@ucf.edu>)
- Skype: brigitte.kovacevich23 (by appointment only)

Course Objectives:

This course will give you a broad understanding of one of the most enigmatic civilizations to emerge in Mesoamerica, that of the Maya, whose culture area today still spans the southern third of Mexico, all of Guatemala and Belize, and western parts of Honduras and El Salvador. We will explore the cultural developments of the Ancient Maya from the earliest village settlements through its Late Classic splendor, eventual “collapse” in many areas, and on through the time of contact. Likewise no other indigenous group conjures as strong fascination in the West today, judging from mainstream media accounts. Thus we will also cast a critical eye at how the Maya past is reconstructed, how it has been exoticized and how these popular perceptions impact the Maya of today.

In examining ancient Maya society, we will take a holistic anthropological view that looks at evolving political structures, their rich cosmology and belief systems, our growing understanding of their complex relationships with the natural environment, and their economic structure. We will combine this anthropological perspective with the great strides made over recent decades in the interpreting the rich corpus of Maya hieroglyphic inscriptions and iconography. Combining archaeology with art history, epigraphy, ethnohistory, and ethnography will allow us to trace historical events as we see how Classic Maya kings legitimized their authority, expanded their reigns, and weathered periods of unrest and instability.

University Course Catalog Description

ANT 3168 COS-ANTHRO 3(3,0)

Maya Archaeology: An examination of the Prehistoric Maya culture focusing on both the archaeology and current issues in the field.

Course Objectives

The some of the major questions in this course are:

- 1) What resources and challenges did the Mesoamerican environment provide to the ancient Maya?
- 2) How did dominant groups create and maintain social inequality?
- 3) How did Maya commoners and elites perceive the world around them?
- 4) How and why did the Maya civilization collapse? (If it did indeed collapse at all)
- 5) What are the strengths and weaknesses of archaeology, epigraphy, art history, ethnohistory, and cultural anthropology in providing knowledge about the Maya?
- 6) How have Westerners used interpretations of the Maya in the past to advance their own cultural and political projects?

More broadly we will look at:

- How can you determine legitimate sources of knowledge for the Maya, academia, and in general?
- Is the internet a good source of valid information (for this course and in general)?
- How can we make sustained arguments about the Maya using credible and legitimate sources and data (and use that to apply to other areas of our lives)?

Course Prerequisites

PR: Sophomore standing

Required Texts and Materials

Sharer, Robert J. and Loa P. Traxler

2004 The Ancient Maya. Sixth Edition. Stanford: Stanford University Press. ISBN 0-8047-4817-9

Additional Readings

In addition to the textbook, occasional additional readings will be assigned (seen as AR on the schedule). These readings will be available for download on Webcourses. Students are expected to come to class having completed the assigned readings for that day and prepared to participate in discussions of the material.

Requirements

I will base your final grade upon your performance on the following requirements:

| | |
|---------------------------------------|------------|
| Mid-Term Exam (6-8 pages) | (20%) |
| 2 short essay assignments (3-4 pages) | (20% each) |
| Short Homeworks | (10%) |
| Final Exam (6-8 pages) | (20%) |
| Attendance and Participation | (10%) |

Midterm Exam (20%)

We will have two exams during the course, both will be composed of several take home essay questions and you will have a choice of which questions you would like to answer. Your answers must incorporate readings from the course for full credit.

Final Exam (20%)

The scope of the final will be cumulative, but it will be more heavily weighed toward material covered in the second half of the course and ask you to include some of the research you have done for your research topic. This exam will also be take-home.

Short Homeworks (10%)

There will be several short assignments throughout the semester that will vary from 10-20 points. This will include things like making a short script for a skit as a group about the dramatics of Maya political life. Another will ask you to produce a short annotated bibliography of legitimate sources for your research projects.

Short Research Papers (20% each)

A short research paper (3-4 double-spaced pages) will focus on an aspect of a cultural institution you choose to investigate. A list of these institutions will be provided in the first week of class and you will be able to sign up. I will also provided you with some bibliographic resources to get you started and we will have a library day for research. You will provide me with an annotated bibliography so that I may be sure that you are on the right track.

Papers must be double-spaced and typed. Information sources (as well as direct quotes) must be acknowledged by citations in the text using typical anthropology citation conventions, as exemplified in your textbook and other readings. A list of references cited (not a general bibliography) must be also be supplied. You can also use the Society for American Archaeology style guide for help with citation:

<http://www.saa.org/publications/StyleGuide/styFrame.html>

(<http://www.saa.org/publications/StyleGuide/styFrame.html>). The paper will focus on how to make an artifact that would have been used within your chosen cultural institution.

Participation and Attendance (10%)

Participation and attendance are required, and will count as 10% of the final grade. Lectures will provide an integrated, up-to-date view of the Maya and much of this material will not be found in the readings. Many classes will include discussion of specific issues, and everyone should participate. If you miss a class you may summarize the readings for that day in 1-2 pages which would be due in person or via email one week after the missed class. If there was an in class activity for that day you will be asked to

complete it on your own. Your academic activity quiz will form 0.5% of this grade (it is just an easy syllabus quiz!).

| Grading Scale (%) | |
|-------------------|----|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 0 - 59 | F |

Grade Dissemination

Graded tests in this course will be returned individually and then passed back by the professor via Webcourses and speedgrader. You can access your scores for any assignment at any time using the gradebook function in Webcourses. Please note that scores returned mid-semester are unofficial grades. Please remember that final Grades are FINAL! Do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, debates, or writing assignments. Writing assignments turned in late will be assessed a penalty: a half-letter grade if it is less than one day late, or a full-letter grade for each following day.

Extra Credit Policy: Extra Credit may be offered if averages on the exams are very low (which will probably not happen). This credit will be offered to the entire class and points given on the exam only for completed assignments.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides, etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Laptop Usage: Laptops or tablets are allowed for taking notes, although I encourage you to take notes the old-fashioned way. We will occasionally do research in class and a laptop or tablet or phone would be handy, but not required.

Course Policies: Student Expectations

Disability Access: 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 who

need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy: Attendance is required and will be graded. Lectures will provide an integrated, up-to-date view of these civilizations and much of this material will not be found in the readings. Attendance will be taken via a sign-in sheet in class, and do not have other students sign in for you as this will count as violation of the UCF Golden Rule. You can make up for your absence by summarizing the readings for that day in a 1-2 page written format deliverable in person or via email by one week after the absence.

Professionalism Policy: Please silence all devices during class and refrain from looking at material that is distracting to you or others. Please do not come to class late as it disrupts others ability to learn. Please be respectful of others during discussions and debates (online or in class).

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course or a Z grade. Confirmation of such incidents can also result in expulsion from the University

Turinitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

<http://www.turnitin.com> [.\(http://www.turnitin.com\)](http://www.turnitin.com).

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances: Please notify me in the first week of class if you intend to miss class to observe a holy day of your religious faith.

Course Schedule (Tentative! Subject to change!)

| <u>Date</u> | <u>Topic</u> | <u>Textbook Readings</u> |
|---------------|-----------------------------------------------------------------|--------------------------|
| WEEK 1 | | |
| Aug 21 | Course Overview | |
| Aug 23 | Geography and Environment | Ch. 1 |
| Aug 24 | Academic Activity Quiz due 11:59 PM in Webcourses! | |
| WEEK 2 | | |
| Aug 28 | History of Maya Studies | Introduction |
| Aug 30 | Cultural Evolution and Maya Civilization? | Ch. 2 |
| WEEK 3 | | |
| Sept 4 | Maya Ideology and Religion | Ch. 13 |
| Sept 6 | Film: Popol Vuh | |
| | Readings: Freidel and Schele 1992: Chapter 2, Gonlin 2007 | |
| WEEK 4 | | |
| Sept 11 | Calendrics, Astronomy, & Epigraphy | Ch. 3 |
| | In-Class Activity: Write your name in hieroglyphs | |
| | Sign up for your research topics by 11:59 in Webcourses! | |
| Sept 13 | Film: Cracking the Maya Code | |
| | Homework: UCF Campus Monuments due 11:59 on Webcourses! | |
| WEEK 5 | | |
| Sept 18 | Nomadism to Sedentism in the Early Preclassic | Ch. 4 |
| | AR: Meltzer 1993, AR: Clark and Blake 1994 | |
| | In Class Activity- Building and Resisting Social Inequality | |

Sept 20 Olmec "Mother Culture?"

AR: Lesure 2004

WEEK 6

Sept 25 Library Day

Homework: Annotated Bibliography by 11:59 in Webcourses!

Sept 27 Middle Preclassic Highlands and Lowlands Ch. 5

WEEK 7

Oct 2 Late Preclassic Maya States Ch. 6

AR: Hansen 2001, Saturno et al. 2006

Oct 4 Film: Dawn of the Maya

Paper #1 DUE by 11:59 PM in Webcourses!

WEEK 8

Oct 9 The Early Classic & Foreign Influence Ch. 7

AR: Stuart 2000, Braswell 2003: Chapter 1

Take-home exam questions distributed

Oct 11 Teotihuacan

AR: Sugiyama 2000

WEEK 9

Oct 16 Class cancelled, Orlando Museum of Art Visit

Saturday October 20th, time-TBA

Activity: Describe an artifact

Mid-Term Exam Take Home DUE 11:59 PM in Webcourses!

Oct 18 Classic Maya Economic Systems Ch.11

AR: Wells 2006, Masson 2000

WEEK 10

Oct 23 The Rise and Fall of Classic Maya Dynasties Ch. 8

Martin and Grube 1995, Marcus 1973

Homework: OMA artifact descriptions due 11:59 in Webcourses!

Oct 25 In-Class activity-As the Maya World Turns

WEEK 11

Oct 30 In-Class activity-As the Maya World Turns-Continued

Homework: Scripts due at 11:59 in Webcourses!

Nov 1 Class Cancelled-Football game!!!

WEEK 12

Nov 6 Classic Maya Gender Relations

AR: Joyce 2001, Hewitt 1999

Nov 8 Household Archaeology and the Maya Ch. 12

AR: Webster et al. 1997

WEEK 13

Nov 13 The Maya Collapse Ch. 9 499-513

AR: Lucero 2002, Webster 2000, Hendon 2004

In-Class Activity-Mysteries of Modern Collapse

Nov 15 Terminal Classic Northern Lowlands Ch. 9 513-585

WEEK 14

Nov 20 Postclassic Developments Ch.10/Epilogue

Nov 22 Thanksgiving! No Class, Gobble Gobble

WEEK 15

Nov 27 The Legacy and Lessons of Classic Maya Civilization Assessing Media Images of the Maya, Film Clip: Apocalypto










AR: Magnoni et al. 2004





Final Exam Topics Distributed

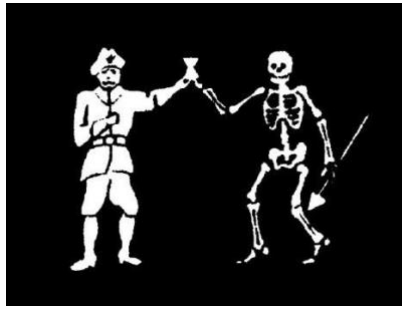
Nov 29 Playing Patolli and the Ballgame-Maya games and gambling

TAKE-HOME FINAL EXAM DUE: Thursday December 6th at 11:59 PM in Webcourses!

Course Summary:

| Date | Details | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Fri Aug 24, 2018 |  Syllabus Quiz https://webcourses.ucf.edu/courses/1300734/assignments/5726335 | due by 11:59pm |
| Tue Sep 11, 2018 |  Sign-up for Research Topics https://webcourses.ucf.edu/calendar?event_id=1587307&include_contexts=course_1300734 | 12am |
| Thu Sep 13, 2018 |  Problematizing Monument Texts https://webcourses.ucf.edu/courses/1300734/assignments/5726345 | due by 11:59pm |
| Tue Sep 25, 2018 |  Annotated Bibliography https://webcourses.ucf.edu/courses/1300734/assignments/5726337 | due by 11:59pm |
| Thu Oct 4, 2018 |  Short Research Paper 1-How to Make a Maya Artifact https://webcourses.ucf.edu/courses/1300734/assignments/5726351 | due by 11:59pm |
| Tue Oct 16, 2018 |  Class Cancelled-for Museum Field Trip https://webcourses.ucf.edu/calendar?event_id=1587313&include_contexts=course_1300734 | 4:30pm to 5:45pm |
| |  Midterm Exam https://webcourses.ucf.edu/courses/1300734/assignments/5726341 | due by 11:59pm |
| Sat Oct 20, 2018 |  Orlando Museum of Art Visit https://webcourses.ucf.edu/calendar?event_id=1587315&include_contexts=course_1300734 | 12pm to 1pm |
| Tue Oct 23, 2018 |  Museum Field Trip Assignment https://webcourses.ucf.edu/courses/1300734/assignments/5726343 | due by 11:59pm |

| Date | Details | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Tue Oct 30, 2018 |  As the Maya World Turns (https://webcourses.ucf.edu/courses/1300734/assignments/5726339) | due by 11:59pm |
| Thu Nov 15, 2018 |  Short Research Paper 2-Symbolic Meanings (https://webcourses.ucf.edu/courses/1300734/assignments/5750515) | due by 11:59pm |
| Thu Dec 6, 2018 |  Take-Home Final Exam (https://webcourses.ucf.edu/courses/1300734/assignments/5726353) | due by 11:59pm |
| |  Roll Call Attendance (https://webcourses.ucf.edu/courses/1300734/assignments/5726349) | |



“To Death”

A Standard of Captain Bartholomew “Black Bart” Roberts

ARRRchaeology of Caribbean Piracy ANT 3177 (3 credits)

Instructor: Dr. Pete T. Sinelli
Office: Phillips Hall 309 c
Office phone: 823-2227
Cell phone: (407) 575-6456
Email: ptsinelli@gmail.com
Peter.sinelli@ucf.edu

Teaching Assistants and
their office hours
(all in HPH 309)

Hanna: M 1-3pm and T 8-10am
Lexie: W 3:45-5:45 and Th 10:30 12:30

Classroom: CB1 122
Class Hours: W 12:00-1:15
Sinelli Office Hours: M 8:15-8:45 and 10:30-1:00
W 8:15-8:45 and 10:30-11:45
Tuesdays by appointment.

Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography, natural history, and human prehistory of the circum-Caribbean region. Next we examine the “business” of piracy, reviewing archaeological evidence from its early beginnings as tools of European statecraft to its establishment as a bonafide, if illegal, profession by the late 17th century. The third section delves into the lives and careers of some of the most notorious pirates and

pirate havens, relying upon the archaeological evidence to separate fact from fiction. The course concludes with a synthesis of what a pirate's life was really like, based on the excavated evidence, and contrasts this reality with pop culture's concept.

Course Goals:

- Provide an overview of the circum-Caribbean region to provide context for the discussion of piratical endeavors.
- Discuss evidence related to the origins of New World piracy and its evolution into an established profession.
- Explore the archaeological record of pirate ships, havens, and hideouts for insight into the daily lives of these individuals.
- Contrast the reality of “the pirate life” with the romanticized Hollywood version.

Prerequisites: None

Required Texts:

1. *X Marks the Spot: The Archaeology of Piracy*, by Russell K. Skowronek (Editor) and Charles Robin Ewen (Editor). ISBN-10: 081303079X
2. *Under the Black Flag: The Romance and the Reality of Life Among the Pirates*, by David Cordingly. ISBN-10: 081297722X

Just for Fun Text:

1. *The Pirate Primer: Mastering the Language of Swashbuckers and Rogues*, by George Choundas. ISBN-10: 1599631962

Course Evaluation:

Students' grades will be based out of 400 total points. Grades can be calculated by dividing the total number of points earned by 400. Grades for every assignment will be posted online.

1 Caribbean Geography Quiz – 50 points

This quiz will be administered in Week 4 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

2 exams – 200 points (100 each)

Exams will consist of multiple choice/ True-false questions. You will need RED scantrons to take them.

2 Case Studies - 50 points (25 each)

You will write two case study reports on topics I assign in class. These will focus on real and/or simulated scenarios. Some essays will be analytical, others more “opinion” oriented. These are designed to help develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Specific details will be handed out at the appropriate time.

1 Book Report (100 points)

Each student will read a biography/historical account of a pirate and write an 10-12 page book report. Specific instructions will be handed out after the geography quiz.

Course Document Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each

course. In order to document that you began this course, please complete the Course Document Quiz in Webcourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than 11:59 PM on August 25. **Failure to do so will result in a delay in the disbursement of your financial aid.**

CLASSROOM POLICIES

Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.

Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam.** I will direct you to the Anthropology office where you will take a different exam.

Make-up Exams: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. **DON'T PLAN ON WALTZING INTO CLASS THE WEEK AFTER THE EXAM WITH SOME EXCUSE ABOUT WHY YOU MISSED IT.**

I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Exam discussions: I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Canvas grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. **YOU HAVE ONE WEEK FROM THE DAY THE GRADE WAS POSTED TO CLEAR UP THE MATTER. LAST MINUTE REQUESTS FOR HAND GRADING OF SCANTRONS WILL NOT BE HONORED.**

Other grade disputes: If you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

Academic Dishonesty: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM, and you will also receive the “Z” designation on your final grade. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Special needs students: 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, 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.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone 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.
- Familiarize yourself with evacuation routes from each of your 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/AEDlocations-UCF> (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 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.”
- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

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.

Classroom etiquette:

1. Plan to be on time. When students gradually filter in, it disturbs the entire class.
2. Plan to stay for the duration, for the same reason.
3. Phones, etc. must be turned off. I will find a way to embarrass you if your ring tone interrupts my lecture.
4. Watching movies, playing games, fooling around on Facebook, etc. on your laptop during lecture is distracting to those around you. Kindly refrain and use your technology for the real reasons you lug it around to class.

Final grades: Some things in life are certain. Death. Taxes. Students coming to professors at the end of the semester to beg for extra credit because they aren't going to get the grade they want.

Do not approach me to ask if there is anything you can do to help your grade. I do not make individual allowances to anyone—it simply is not fair. If you are doing poorly in the class you need to see me early in the semester so we can discuss ways to improve your

COURSE SCHEDULE

(The professor reserves the right to make reasonable modifications if necessary.)

Readings will be assigned at the end of each class. You will be responsible for completing these readings in advance of the next session.

| WEEK | TOPIC | ASSIGNMENTS AND EVENTS |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| | PART I: THE CARIBBEAN | |
| 1 | <ol style="list-style-type: none"> 1. Course introduction and overview 2. Caribbean geography 3. Caribbean natural history | Assign Caribbean geography |
| 2 | <ol style="list-style-type: none"> 1. Columbus and the first European settlements (1492-1515) | |
| 3 | <ol style="list-style-type: none"> 1. European colonialism in the 16th century | Introduce book report project |
| | PART II: SHIPS AND SHIPMATES | |
| 4 | <ol style="list-style-type: none"> 1. Kinds of ships 2. Propulsion and navigation | Caribbean geography quiz. |
| 5 | <ol style="list-style-type: none"> 1. Personal effects, sundries &tc. 2. Weaponry 3. How do we know a pirate wreck when we see one? | Assign Case Study 1 |
| 6 | <ol style="list-style-type: none"> 1. Movies: Combat at Sea 2. What happens when a ship sinks? | |
| 7 | <ol style="list-style-type: none"> 1. Underwater archaeological methods 2. Conservation Methods, Laws, and Ethics 3. Movie: Recovering Captain Kidd's ship | Case Study 1 due. |
| 8 | <ol style="list-style-type: none"> 1. EXAM 1 2. Pirate stereotypes and Hollywood inspired myths. | Exam 1 Online Movie: POTC Chalk Talk: Hollywood Pirates are... |
| 9 | <ol style="list-style-type: none"> 1. Myth vs. the Reality of the Pirate Life | PIRATE SNACKS! |
| | PART III: THE ECONOMICS AND POLITICS OF NEW WORLD PIRACY | |
| 10 | <ol style="list-style-type: none"> 1. Opportunity knocks: New Spain and the Spanish Main 2. The Corsairs—Francis Drake, Henry Morgan, and piracy as a tool of statecraft 3. The era of the privateer | |

| | | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 11 | <ol style="list-style-type: none"> 1. Boucaniers—rebels <u>with</u> a cause 2. The rise of piracy as an occupation 3. Corsairs, privateers, buccaneers, and pirates: what’s the difference? | Assign Case Study 2 |
| 12 | <ol style="list-style-type: none"> 1. Pirate lairs: Providence Island, Honduras; Port Royal, Jamaica; Tortuga, Haiti,; New Providence, Bahamas; and St. Mary’s Island, Madagascar | Book report due! |
| PART IV: PIRATES OF THE CARIBBEAN | | |
| 13 | <ol style="list-style-type: none"> 1. Discuss various blackguards, villains, cutthroats, and other <i>Hostis humani generis</i> | |
| 14 | <ol style="list-style-type: none"> 1. Edward “Blackbeard” Teach and the Archaeology of the Beaufort Island Wreck “Queen Anne’s Revenge” | |
| 15 | <ol style="list-style-type: none"> 1. “Black Sam” Bellamy and the archaeology of the wreck of the “Whydah” 2. THANKSGIVING! | FEAST LIKE A DRUNKEN PIRATE! |
| 16 | <ol style="list-style-type: none"> 1. Discuss more scurvy dog <i>hostis humani generis</i> as time permits | Case Study 2 due! |

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: August 24
- Withdrawal deadline for this course: October 29

Syllabus

ANT3241-0W59 - Magic, Ritual, and Belief

Ty Matejowsky

(no face-to-face meetings; strictly online)

Course Syllabus

Contacting the Professor

Office Hours: 1:00PM-3:00PM Tuesdays, or by appointment

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu

Contacting the Teaching Assistant

Lauren Friedman

E-mail: lfriedman44@Knights.ucf.edu

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

Course Objectives

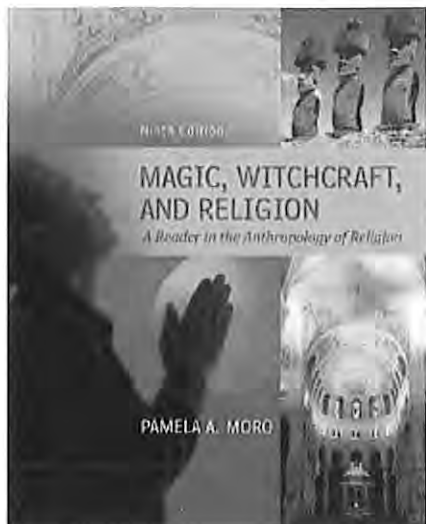
The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore)

Required Texts (purchase in Bookstore)

Moro, Pamela A. . 2013. *Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion*. Ninth Edition. McGraw-Hill



Magic, Witchcraft, and Religion will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 9 Revitalization Movements.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)

Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria:

- Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates.
- ***Participates in discussion on separate days (i.e., each discussion answer and individual response must be submitted on separate days; not all at once).***
- Does not repeat (i.e., does not reiterate what has already been posted. but adds to the discussion by

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p><i>separate days, not all at once.</i></p> <ul style="list-style-type: none"> • Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others). • Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules). • Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings). |
| 4 points (B) | Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A. |
| 3.5 points (C) | Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content. |
| 3 points (D) | <p>Serious insufficiency in criteria listed for "5 points (A). Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates.</p> <p>Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s).</p> |
| 0 points (F) | Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others. |

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade) = 45% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = 55% total

grade) = 55% total

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

| A | B | C | D | F |
|------------|------------|------------|------------|-----------------|
| | B+ = 88-89 | C+ = 78-79 | D+ = 68-69 | |
| A > 93 | B = 83-87 | C = 73-77 | D = 63-67 | F = 59 or below |
| A- = 90-92 | B- = 80-82 | C- = 70-72 | D- = 60-62 | |

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W59 Fall 2018

Class Schedule

| Week of | Topics | Readings & Assignments | Assignments Due |
|-------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 8/20/18 | Introduction to the course | Read course syllabus, course protocols, course home | Attendance assignment due Friday August 31 at 11pm Eastern Time. |
| 8/27/18 | Module 1: Anthropology of Religion | Read <i>The Anthropological Study of Religion</i> (pp. 1-5); <i>Studying Religion Anthropologically</i> by Jack David Eller (pp. 6-14); <i>Why We Became Religious & The Evolution of the Spirit World</i> by Marvin Harris (pp. 25-29); Complete on-line assignment for Module 1. | On-line assignment for Module 1 due Friday August 31 at 11pm Eastern Time. |
| 9/3/18 | Module 2: Religious Specialists | Read <i>Shamans, Priests, and Prophets</i> (pp.140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150); Complete on-line assignment for Module 2. | On-line assignment for Module 2 due Friday September 7 at 11pm Eastern Time. |
| 9/10/18 | Module 3: Rituals and Symbols | Read <i>Ritual</i> (pp. 86-89); <i>Betwixt and Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100); Complete on-line assignment for Module 3. | On-line assignment for Module 3 due Friday September 14 at 11pm Eastern Time. |
| 9/17/18 & 9/24/18 | Exam One | Take on-line exam covering Modules 1-3 | Exam One is due Friday September 28 at 11pm Eastern Time |
| 10/1/18 | Module 4: Witchcraft & | Read <i>The Goat and the Gazelle: Witchcraft</i> by T.M. Luhrmann (pp. 307-315); <i>Sorcery and Concepts of Deviance among the Kabana, West Britain</i> by Naomi M. McPherson (pp. 298-306); | On-line assignment for Module 4 is due Friday October 5 at 11pm Eastern |

| | | | |
|----------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 10/1/18 | Module 4: Witchcraft & Sorcery | <i>and Concepts of Deviance among the Kabana, West Britain</i> by Naomi M. McPherson (pp. 298-306); Complete on-line assignment for Module 4. | Module 4 is due Friday October 5 at 11pm Eastern Time. |
| 10/8/18 | Module 5: Magic & Divination | Read <i>Witchcraft, Sorcery, Divination, and Magic</i> (pp. 284-287); <i>Baseball Magic</i> by George Gmelch (323-329); Complete on-line assignment for Module 5. | On-line assignment for Module 5 is due Friday October 12 at 11pm Eastern Time. |
| 10/15/18 | Module 6: Religious Use of Drugs | Read <i>Altered States of Consciousness and the Religious Use of Drugs</i> (pp. 186-189); <i>Ritual Enemas</i> by Peter T Furst and Michael D. Coe (pp.205-209); <i>The Sound of Rushing Water</i> by Michael Harner (pp. 210-215); Complete on-line assignment for Module 6. | On-line assignment for Module 6 is due Friday October 19 at 11pm Eastern Time. |
| 10/22/18 | Exam Two | Take on-line exam 2 covering Modules 4-6 | Exam Two is due Friday October 26 at 11pm Eastern Time |
| 10/29/18 | Module 7: Ethnomedicine | Read <i>Illness, Healing, and Religion</i> (pp. 231-233); <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (pp.234-241); Complete on-line assignment for Module 7 | On-line assignment for Module 7 is due Friday November 2 at 11pm Eastern Time. |
| 11/5/18 | Module 8: Death: Ghosts, Souls & Ancestors | Read <i>Death, Ancestors, Ghosts, and Souls</i> (pp. 330-332); <i>Death Be Not Strange</i> by Peter A. Metcalf (pp. 340-343); <i>Day of the Dead in Oaxaca</i> by Kristin Norget (pp. 353-361); <i>The Real Vampire</i> (downloaded document) Complete on-line assignment for Module 8 | On-line assignment for Module 8 is due Friday November 9 at 11pm Eastern Time. |
| 11/12/18 | Module 9: Revitalization | Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By | On-line assignment for Module 9 is due Friday |

11/12/18 **Module 9:**
&
11/19/18 **Revitalization
Movements**

U.S. Writings (downloaded document); *The
Ghost Dance Religion* by Alice Beck Kehoe
(downloaded document); *Cargo Cults* By
Peter M. Worsley (downloaded document);

**On-line assignment for
Module 9 is due Friday
November 23 at 11pm
Eastern Time.**

**Complete on-line assignment for Module
9**

11/26/18 **Exam Three**

**Take on-line exam 3 covering Modules
7-9**

**Exam Three are due
Friday December 7 at
11pm Eastern Time.**

Protocols

Protocols and Policies

ant3241 - Magic, Ritual & Belief

Ty Matejowsky

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Canvas. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exams will only be reset **ONCE**.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This must be done in a timely manner.
5. Exam submissions will only be accepted through the Quiz function of Canvas. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
7. Sign your e-mail messages
8. Do not use all caps. This makes the message very hard to read and is considered "shouting."
9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).

9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
10. Break up large blocks of text into paragraphs and use a space between paragraphs.
11. Abbreviate when possible: Examples:
 1. IMHO = in my humble/honest opinion
 2. FYI = for your information
 3. BTW = by the way
 4. Flame = antagonistic criticism
 5. :-) = happy face for humor
13. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.
11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)

. 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, or

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, students may consult [The Center for Academic Integrity](#)

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)"

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](#). 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, click [here](#)

Course Accessibility

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, 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

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to 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.

Makeup Assignments for Authorized University Events and Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](#)

Deployed Active Duty Military Students

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.

Syllabus

Ant 3245 Native American Religions

Instructor: Vance Geiger, PhD

e mail: vance.geiger@ucf.edu

Office: HPH 311K

Online Office hours: Thursday 10 - 12 am; 2 - 4 pm.

To access the class you use MyUcf and online course resources.

When you reach the class website you follow the directions to log in.

Once in the class you go to the modules. The class is organized by weeks so you begin with week 1. Within week 1 there is a week 1 Outline. The outline will tell you what to do for that section of the class.

I am including a class syllabus with this message so you can see when the tests are. Within the weeks you will see what kind of posting you must do in the online assignments.

Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the four exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

Grading

Three exams. Each exam will be worth 100 points.
Fifteen On-line Discussion Exercises 10 points each.

On-Line Exams: The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you

begin the exam you will have two hours to complete it. At the end of two hours it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get two hours.

On-Line assignments: Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

All assignments on time or late are due on the last day of class.

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

Warning: do not copy another student's assignment into your assignment and do not copy and paste from the online material into your assignment, both are plagiarism and the minimum penalty is a 0 for the assignment.

Important Note: Do not use attachments to post your assignment answers.

There will be NO makeup exams. Those who take all three regularly scheduled exams are exempted from the Final Exam. Anyone who misses a regularly scheduled exam MUST TAKE THE FINAL EXAM. The Final Exam will be CUMULATIVE.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.

4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11:55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read.

Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.

9. Your instructor cannot discuss your grades in this class to any outside interested party, **no one**. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

Class Requirements:

Tests: three online exams each worth 100 points

Postings: 15 online postings each worth 10 points

Grading

Three On line Exams 100 points each = 300
15 assignments 10 points each = 150
Total = 450

I grade on a 90% – 100% = A, 80% – 89% = B, 70% – 79% = C, 60% – 69% = D,
Below 60% = F

Ant 3245 Native American Religions

Instructor: Vance Geiger, PhD.

E mail: vance.geiger@ucf.edu

Office: Office 311K Floor Howard Phillips Hall

Texts

Native Religions An Introduction by Gill

Native Religions of North America by Hultkrantz

Sanapia : Comanche Medicine Woman

Class Description: A introduction to the study of religion from an anthropological perspective and a survey of Native American religions of North America.

Week 1 8/20: Introduction to anthropology, the concept of culture and religion.

Reading: online material, Gill chapter 1

What is culture and Unseen world Assignments Due 8/28 11:55

Week 2 8/27: Introduction to Native American Religions: What is in the Unseen World

Reading: Gill chapter 2; Hultkrantz Chapters 1 and 2

Gill assignment 1 due 9/4 11:55

Week 3 9/3: How to Access the Unseen World

Reading Gill chapters 3 and 4

Gill Assignment 2 and 3 due 9/10 11: 55 pm

Week 4 9/10: What is Brought Back From the Unseen World

Gill chapters 5 and 6

Gill Assignment 4 due 9/17 11:55

Week 5 9/17: The Southeast: The environment, the peopling of North America, the Prehistory of the Southeast

Reading: online material

Exam 1 9/22 8 am – 9/24 11 55 pm

Prehistory Assignment due 9/24 11:55 pm

Week 6 9/24: Prehistorical religions of the Southeast

Reading: online material

Prehistory assignment 2 due 10/1 11:55 pm

Week 7 10/1: The Cherokee

Reading: online material

Cherokee Beliefs assignment due 10/8 11:55 pm

Week 8 10/8: The Northeast and the Huron

Reading: online material

Huron assignment due 10/15 11:55 pm

Week 9 10/15: The Plains: Environment and Prehistory and the Sioux

Reading: online material; Sanapia chapters 1-3

Sioux assignment due 10/22 11:55 pm

Week 10 10/22: the Plains: the Shoshoni

Reading: Hultkrantz Chapter 3; Sanapia chapters 4,5 conclusion

Exam 2 10/27 – 10/29 11 55 pm

Shoshoni and Sanapia assignment due 10/29 11:55 pm

Week 11 10/29: The Southwest, The Zuni

Reading: Hultkrantz chapter 4

Zuni assignment due 11/5 11:55 pm

Week 12 11/5: the Southwest: the Apache

Reading: online material

Week 13 11/12: The Northwest and the Potlatch

Reading: online material

Week 14 11/19: Revitalization

Reading: online material

Kwakiutl Assignment due 11/26 11:55 pm

Week 15 11/26: Tradition and Change in Native American Religions

Reading: Gill chapter 7

Exam 3 11/30 8 am – 12/1 11 55 pm

Final Exam 12/3 8 am – 12/4 11 55 pm

Course Syllabus

[Jump to Today](#)

[Edit](#)



ANT 3302M • Dr. Sandra Wheeler • College of Sciences at UCF

Professor Contact

Professor: Suzanne Draper
Office: UCF Main Campus, Howard Phillips Hall
Office Hours: Mondays and Wednesdays 2:30-3:30 pm and by appointment
Contact: suzanne.draper@ucf.edu

GTA Contact

GTA: Aaron Ott
Office: Wednesdays 1:00-2:00pm in PH 309 (Graduate Computer Lab) and Thursdays
Hours: 1:00-2:00pm in Chat (online office hours)
Contact: Discussions or Inbox in Webcourses

Course Information

Course Name: Sex, Gender and Culture
Course ID: ANT 3302 (0M01)
Credit Hours: 3.0 hours
Semester/Year: Fall/2018
Location: Mondays 11:30-12:45 pm; CB1 122

University Catalogue Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective.

Course Description

Sexuality and gender have powerful effects on the daily lives and experiences of people around the world, but these effects are often overlooked, underestimated, and misunderstood. A primary problem is the widely held belief that there are only two sexes (female and male), only two genders (women and men), that individuals should act accordingly during social interactions, and that one gender holds more power in society than another. In reality, lived experiences of sex and gender are much more diverse and complex and vary greatly across and within cultures and belief systems.

This course seeks to examine how people experience gender - what it means to be masculine or feminine - and sexuality in a variety of historical and cultural contexts. We will explore human sexuality and desire from an evolutionary perspective, how sexuality and gender are learned and experienced, and how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, and spiritual and religious beliefs, etc.

Topics to be covered will include:

- The biological basis of sex and the difference between sex and gender
- The various ways that sexuality is researched
- How sexuality is experienced throughout the life cycle from a cross-cultural perspective
- How different cultures moderate, mediate, and moralize sex and sexual practices
- Gender variance and gender nonconformity
- Gender, power and inequality cross-culturally
- Prostitution, sex work, human trafficking, and pornography

Course Learning Outcomes

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

- Understand the evolutionary aspects of human sexuality and gender
- Identify and appreciate the diversity of human sexual practices and beliefs in the United States and around the world
- Assess the social, historical and cultural processes that support and restrict constructions of sexuality and gender around the world
- Learn how to critically assess media and other popular representations of gender roles and gender stereotypes
- Learn what anthropology can contribute to debates on contemporary issues concerning sexuality and gender

Course Format and Requirements

This is a **mixed mode course**, meaning part of this course will be held online and is accessed through Webcourses@UCF or the [myUCF](#) portal. We will meet in class on **MONDAYS**; **all other course content is posted online in the [modules](#)**. The modules may consist of supplemental lecture materials, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments. The in-class format will be lecture/discussion. You are responsible for **all** material presented in class and on Webcourses.

This course format requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Attend all in-class lectures and participate in class discussions (trust me, it will make class much more fun)
- Complete all readings, assignments, discussions, and exams by their due dates
- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

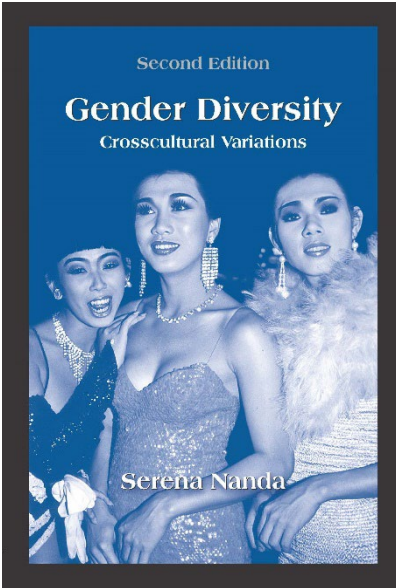
Don't Rely on the UCF Mobile App!!

The [UCF Webcourses mobile app](#) is great for some things but really NOT GREAT for most things. For one, it doesn't show you the full assignment list or the To Do list. Sometimes it doesn't show you Announcements. I would not recommend using the Mobile App to do any work, and I would definitely not use it to take any quiz or exam! You should be logging into your 'M' courses a few times a week, preferably on a laptop or desktop so you can see the full course and full list of assignments!

Required Texts

There are **three required textbooks** for this course. You will need **all three** to successfully complete this course. The textbooks are available for purchase in the UCF Bookstore and through various online vendors. I will also provide you with additional electronic readings (pdf's) in the course modules.

For a full list of readings and revised due dates (because of the storm) by module, download a pdf of the syllabus [here](#) .



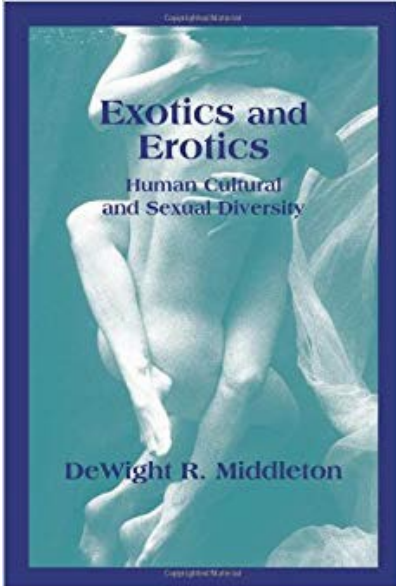
Gender Diversity: Crosscultural Variations, 2nd Edition

Author: Serena Nanda

Year: 2014

Publisher: Waveland Press

ISBN: 978-1-4786-1126-4



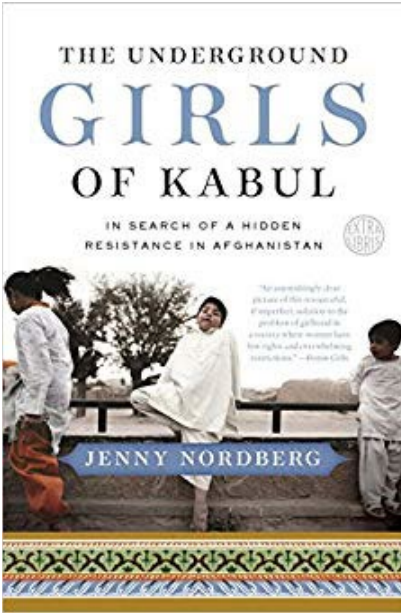
Exotics and Erotics: Human Cultural and Sexual Diversity

Author: DeWight R. Middleton

Year: 2002

Publisher: Waveland Press

ISBN: 978-1-57766-200-6



Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan

Author: Jenny Nordberg
 Year: 2014
 Publisher: Penguin Random House
 ISBN: 9780307952509

Grading Scale (+/- letter grades)

| Letter Grade | Percent | Letter Grade | Percent |
|--------------|---------|--------------|---------|
| A | 94-100% | C+ | 77-79% |
| A- | 90-93% | C | 70-76% |
| B+ | 87-89% | D | 60-69% |
| B | 84-86% | F | 59%> |
| B- | 80-83% | | |

Student Evaluation

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

| Assignment | Percent | Description |
|----------------------|---------|------------------------------------------------------------------------------------------------|
| Read and Respond (4) | 20% | Complete 4 of 6 writing responses to posted articles. |
| Point of View (4) | 20% | Complete 4 of 6 discussion-based assignments on posted videos, podcasts or other media. |
| UGK Discussions (4) | 20% | Complete all 4 online small group discussions on <i>Underground Girls of Kabul</i> text. |
| Exams (3) | 40% | Multiple choice, true/false, fill-in-the-blank, and short answer questions on course material. |

Read and Respond: There are 6 Read and Respond assignments posted throughout the modules that correspond with the topics covered in that module and the assigned readings. These assignments contain either readings or videos that you are required to

read/watch and then answer the posted questions. You are required to **complete at least 4** of these. You may choose any 4 you like, but you must turn in each online by their respective due dates. All writing responses will be checked for plagiarism, so make sure you turn in your own work *in your own words*. **No late work will be accepted.** Reading responses are worth 20% of your final grade.

Point of View: There are 6 Point of View (POV) assignments posted throughout the modules. These assignments will involve watching/listening to various media and participating in small group discussions based on the materials presented. You will complete an initial post and are required to respond to *at least one* other student to receive full credit for each assignment. You are required to **complete at least 4** of these. You may choose any 4 you like, but you must complete each online by their respective due dates. Point of View assignments are worth 20% of your final grade.

UGK Discussions: For this assignment, you will be discussing the book (online), *Underground Girls of Kabul*. I will put you into small groups in Webcourses to facilitate your discussions. You are required to **complete all 4** of the discussions for this text. The UGK Discussion is worth 20% of your final grade.

Exams: There are **3** exams in this course. Exams will be taken **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 120 minutes to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is scheduled during Final's Week and is not cumulative.**

Respect for Diversity

This class 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. It may challenge what you believe to be 'natural' or 'normal.' That's okay, the classroom should be a safe place to discuss human diversity in all its rich colors. Some of you may even find a few of the materials, assigned readings, and classroom discussions offensive. There are graphic descriptions and imagery of sexual practices and gender-related interactions, and a variety of videos contain adult themes and language. Please be assured that it is never my intent to sensationalize, shock or offend anyone. The intention is to discuss the material in a contextual and anthropologically significant manner. If something does offend you, take a moment to explore why this is the case, and then rationally explain why so we can discuss the issue further.

While there are various opinions and feelings concerning some of the topics covered, **the purpose is to educate, not judge**. It is important that everyone be given a chance to complete their thoughts without interruption, and it is expected that everyone show respect for one another and the diverse issues and topics that will be

presented and discussed in class. Consequently, any student who acts inappropriately, makes crude, suggestive, or otherwise offensive comments, or becomes disruptive will be asked to leave the classroom or blocked from participating in online discussions. This will be bad for you. And really, no one likes a troll.

Some course materials presented show nudity or the human body displayed in various ways. If you feel uncomfortable with this, please let me know and we can make accommodations.

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**. Second, if you email me or your TA using your Knights account, include **ANT 3302M** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other Important Things: Classes start: **AUG 20**; Drop/swap deadline: **AUG 23**; Add deadline: **AUG 23**; Withdrawal deadline: **OCT 26**; Classes end: **DEC 1**. **The final exam is scheduled during Final's Week from DEC 3-8.** Check out [UCF's Academic Calendar](#) for other important dates.

Really Important Things: As of Fall 2014, 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 TAKE THE [GETTING STARTED QUIZ BY FRIDAY, AUG 24, 2018](#)**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Academic Responsibility

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, quizzes and exams on time and in a professional manner!

Mixed Mode courses: Taking courses with online components can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with the online portion of course materials. Don't think that taking a mixed mode course is easier, it can actually be much more challenging and time intensive than many people think.

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.** 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.

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, please refrain from surfing the web, checking your email, YouTube-ing, FaceBook-ing, Tumblr-ing, or instant messaging as this is very distracting and disrespectful to those around you. Remember, your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

Student Accessibility Services

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Copyright

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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.

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Course Lecture and Assignment Schedule

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Adapted by Suzanne Draper.

All other content © Copyright 2017, [University of Central Florida](#)

For technical support, contact Webcourses@UCF Support

Course Summary:

| Date | Details |
|------------------|----------------------------------------------------------------------------------|
| Fri Aug 24, 2018 | Getting Started Quiz |
| Fri Aug 31, 2018 | POV 1 Response Due! POV 1: Taking Sex Surveys |
| Fri Sep 7, 2018 | Read & Respond 1: Evolution of Human Sexuality |

Date**Details**

| | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fri Sep 14, 2018 | <u>POV 2 Response Due!</u> <u>POV 2: Size Matters!</u> <u>Read & Respond 2: 1990's Sex in America</u> |
| Fri Sep 21, 2018 | <u>Read & Respond 3: Saying No to Sex</u> |
| Fri Sep 28, 2018 | <u>POV 3 Response Due!</u> <u>POV 3: The Cutting Tradition</u> |
| Sun Sep 30, 2018 | <u>Exam 1</u> |
| Mon Oct 1, 2018 | <u>UGK Discussion 1</u> |
| Fri Oct 5, 2018 | <u>Read & Respond 4: Boys and Girls Play Ball (Differently)</u> |
| Fri Oct 12, 2018 | <u>POV 4 Response Due!</u> <u>POV 4: Gender Perceptions Interview</u> |
| Mon Oct 15, 2018 | <u>UGK 1 Response Due!</u> <u>UGK Discussion 2</u> |
| Mon Oct 22, 2018 | <u>UGK 2 Response Due!</u> |
| Fri Oct 26, 2018 | <u>Read & Respond 5: Men's Perspectives</u> |
| Sun Oct 28, 2018 | <u>Exam 2</u> |
| Fri Nov 2, 2018 | <u>POV 5 Response Due!</u> <u>POV 5: Natural Family Values</u> |
| Mon Nov 5, 2018 | <u>UGK Discussion 3</u> |

| Date | Details |
|------------------|-----------------------------------------------------------------------------------|
| Fri Nov 9, 2018 | Read & Respond 6: Gender & Work |
| Mon Nov 12, 2018 | UGK 3 Response Due! |
| Fri Nov 16, 2018 | POV 6 Response Due! POV 6: Whip Smart |
| Mon Nov 19, 2018 | UGK Discussion 4 |
| Fri Nov 23, 2018 | Read & Respond 7: Dollars are a Girl's (or Boy's) Best Friend |
| Mon Nov 26, 2018 | UGK 4 Response Due! |
| Fri Nov 30, 2018 | Great Ape Extra Credit |
| Fri Dec 7, 2018 | Exam 3 |

Prev monthNext monthAugust 2018

| Calendar | | | | | | |
|------------------|------------------|------------------|-------------|-------------|----------------------------------------|-------------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 29Previous month | 30Previous month | 31Previous month | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20Today | 21 | 22 | 23 | 24Click to view event details | 25 |
| 26 | 27 | 28 | 29 | 30 | 31Click to view event details | 1Next month |
| 2Next month | 3Next month | 4Next month | 5Next month | 6Next month | 7Next monthClick to view event details | 8Next month |

Assignments are weighted by group:



ANT 3302W Sex, Gender and Culture

Fall/2018 (3 credit hours)

Fully online

Professor Contact

Professor: Dr. Sandra Wheeler

Office & Hours: Tuesdays 1:00 – 3:00 pm in Chat (online office hours) and by appointment for in-person office hours

E-mail: Sandra.Wheeler@ucf.edu

GTA: Brenna Raisor

Contact: Inbox and on Discussion Board in Webcourses

University Catalogue Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective.

Course Description

Sexuality and gender have powerful effects on daily life, but these effects are often overlooked, underestimated, and misunderstood. A primary problem is the widely held belief that there are only two sexes (female and male), only two genders (women and men), and individuals should act accordingly during social interaction. In reality, lived experiences of sex and gender are much more diverse and complex and vary greatly across and within cultures and belief systems.

This course seeks to examine how people experience gender - what it means to be masculine or feminine - and sexuality in a variety of historical and cultural contexts. We will explore human sexuality and desire from an evolutionary perspective, how sexuality and gender are learned and experienced, and how gender and sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, spiritual and religious beliefs, etc.

Topics to be covered will include:

- The biological basis of sex and the difference between sex and gender
- The various ways that sexuality is researched
- How sexuality is experienced throughout the life cycle from a cross-cultural perspective
- How different cultures moderate, mediate, and moralize sex and sexual practices
- Gender variance and gender nonconformity
- Gender, power and inequality cross-culturally
- Prostitution, sex work, human trafficking, and pornography

Course Learning Outcomes

By the end of this course you will:

- Understand the evolutionary aspects of human sexuality and gender
- Identify and appreciate the diversity of human sexual practices and beliefs in the United States and around the world
- Assess the social, historical and cultural processes that support and restrict constructions of sexuality and gender around the world
- Learn how to critically assess media and other popular representations of gender roles and stereotypes
- Learn what anthropology can contribute to debates on contemporary issues concerning sexuality and gender

Course Format and Requirements

This is a fully online course! Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful

in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. So remember, **module content, assignments, and exams will be paced like a regular face-to-face course; this means that course content will be posted on a weekly basis.**

All course content is posted online in the modules. The modules may consist of audio lectures, module pages, links to websites, podcasts, and/or videos. The modules contain materials to help you study the readings as well as information to help you complete your assignments. You are responsible for **all** material presented in Webcourses.

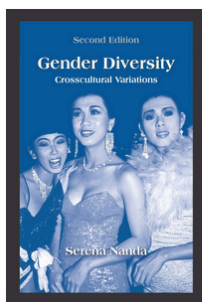
This course format requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus (if you're on campus).

To do well in this course, you will need to:

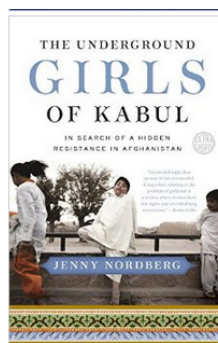
- Check Webcourses regularly and keep up with the modules
- Listen to all posted audio lectures and take notes
- Complete all readings, assignments, discussions, and exams by their due dates
- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

Required Texts

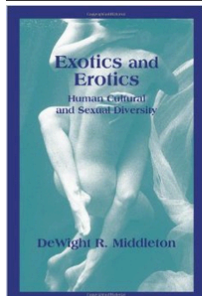
There are **three required textbooks** for this course. You will need **all three** to successfully complete this course. The textbooks are available for purchase in the UCF Bookstore and through various online vendors. I will also provide you with additional electronic readings (pdf's) in the course modules.



Gender Diversity: Crosscultural Variations, 2nd Edition
 Author: Serena Nanda
 Year: 2014
 Publisher: Waveland Press
 ISBN: 978-1-4786-1126-4



Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan
 Author: Jenny Nordberg
 Year: 2014
 Publisher: Penguin Random House
 ISBN: 9780307952509



Exotics and Erotics: Human Cultural and Sexual Diversity
 Author: DeWight R. Middleton
 Year: 2002
 Publisher: Waveland Press
 ISBN: 978-1-57766-200-6

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% | | | | |

Student Evaluation

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

| Assignment | Percent | Description |
|----------------------|---------|------------------------------------------------------------------------------------------------|
| Read and Respond (3) | 20% | Complete 3 out of 7 writing responses to posted articles. |
| Point of View (3) | 20% | Complete 3 of 6 discussion-based assignments on posted videos, podcasts or other media. |
| UGK Discussion (4) | 20% | Complete all 4 online small group discussions on <i>Underground Girls of Kabul</i> text. |
| Exams (3) | 40% | Multiple choice, true/false, fill-in-the-blank, and short answer questions on course material. |

Read and Respond: There are 7 Read and Respond assignments posted throughout the modules that correspond with the topics covered in that module and the assigned readings. These assignments contain either readings or videos that you are required to read/watch and then answer the posted questions. You are required to **complete at least 3** of these. You may choose any 3 you like, but you must turn in each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count. All writing responses will be checked for plagiarism, so make sure you turn in your own work *in your own words*. Reading responses are worth 20% of your final grade.

Point of View: There are 6 Point of View (POV) assignments posted throughout the modules. These assignments will involve watching/listening to various media and participating in small group discussions based on the materials presented. You will complete an initial post and are required to respond to *at least one* other student to receive full credit for each assignment. You are required to **complete at least 3** of these. You may choose any 3 you like, but you must complete each online by their respective due dates as no late work is accepted. If you complete more than 3, only your 3 highest scores will count. Point of View assignments are worth 20% of your final grade.

UGK Discussions: For this assignment, you will be discussing the book (online), *Underground Girls of Kabul*. I will put you into small groups in Webcourses to facilitate your discussions. You are required to **complete all 4** of the discussions for this text. The UGK Discussions are worth 20% of your final grade.

Exams: There are **3** exams in this course. Exams will be held **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** [ProctorHub](#) is enabled for the exams so **you must take your exam with a computer that is webcam enabled**. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad), Android smartphones or other mobile devices. Exams are worth 40% of your final grade. **The final exam is scheduled during Final's Week and is not cumulative.**

Weekly Schedule

Taking online courses can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with the course materials. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive than many people think.

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------|
| <ul style="list-style-type: none"> Exams close by 11:59pm POV's due RR's due | <ul style="list-style-type: none"> Start review of module pages | <ul style="list-style-type: none"> Read text and additional readings | <ul style="list-style-type: none"> Watch any video or media in modules Work on POV assignments | <ul style="list-style-type: none"> Exams open 8am Work on RR assignment | <ul style="list-style-type: none"> Work on POV response (if applicable) | <ul style="list-style-type: none"> Dance |

What About Make-Up Work?

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances like a zombie apocalypse, hurricanes, pan-Internet virus, birth/arrival of a new baby (hey, there were 2 last term!), family emergencies, etc. These circumstances include exceptional EMERGENCIES (that require that you show me some kind of official documentation), and the make-up assignment/exam/quiz may be different than the original assignment/exam/quiz. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages and other similar circumstances **do not** qualify as extreme.

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

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**. If you would like me to use specific [personal gender pronouns](#) (PGPs) when communicating with you, just let me know. The very nature of this course requires us to delve into topics that may make some students

uncomfortable. It may challenge what you believe to be 'natural' or 'normal.' That's okay, the classroom (even an online one) should be a safe place to discuss human diversity in all its rich colors. Some of you may even find a few of the materials, assigned readings, and classroom discussions offensive. There are graphic descriptions and imagery of sexual practices and gender-related interactions, and a variety of videos contain adult themes and language. **Please be assured that it is never my intent to sensationalize, shock or offend anyone.** The intention is to discuss the material in a contextual and anthropologically significant manner. If something does offend you, take a moment to explore why this is the case, and then rationally explain why so we can discuss the issue further.

While there are various opinions and feelings concerning some of the topics covered, **the purpose is to educate and understand, not judge.** It is important that everyone be given a chance to complete their thoughts without interruption, and it is expected that everyone show respect for one another and the diverse issues and topics that will be presented and discussed. Consequently, any student who behaves inappropriately, makes crude, suggestive, or otherwise offensive comments, or becomes disruptive will be blocked from participating in online discussions and in extreme cases, may be removed from the course. This will be bad for you. And really, no one likes a troll.

Some course materials presented show nudity or the human body displayed in various ways. If you feel uncomfortable with this, please let me know and we can make accommodations.

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

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.** Second, if you email me or your TA using your Knights account, include **ANT 3302W** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other Important Things: Classes start: **AUG 20**; Drop/swap deadline: **AUG 23**; Add deadline: **AUG 24**; Withdrawal deadline: **OCT 26**; Classes end: **DEC 1**. **The final exam is scheduled during Final's Week from DEC 3-7.** Check out [UCF's Academic Calendar](#) for other important dates.

Really Important Things: As of Fall 2014, 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 TAKE THE GETTING STARTED QUIZ BY 5pm AUG 24, 2018.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Academic Responsibility

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, quizzes and exams 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.** 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.

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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 professor to discuss your circumstances.

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*ANT 3302W Sex, Gender & Culture Course Schedule:

| Module | Topic | Readings, Assignments & Due Dates |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Getting Started | Getting Started | Complete Getting Started quiz by 5pm Aug 25 |
| Module 1 | Introduction Why Sex? Evolution and Biology of Sex | Read Ch 1 in <i>Exotics and Erotics</i> Module 1 Additional Readings POV 1 Taking Sex Surveys: due Sept 2 RR 1 Evolution and Human Sexuality: due Sept 2 |
| Module 2 | Research Perspectives on Sexuality | Read Ch 2 in <i>Exotics and Erotics</i> Module 2 Additional Readings POV 2 Size Matters: due Sept 16 RR 2 1990's Sex in America: due Sept 16 |
| Module 3 | Sexuality and the life cycle | Read Ch 3 in <i>Exotics and Erotics</i> Module 3 Additional Readings |
| Module 4 | Sexual Health and Ancient Sexuality | Module 4 Additional Readings |
| Exam 1 Online (available 8:00 am on THURSDAY, SEP 27 to 11:59 pm EST on SUNDAY, SEP 30, 2018) | | |

| | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 5 | Creating Sexual Morality | Read Ch 4-5 in <i>Exotics and Erotics</i> Module 5 Additional Readings Read Part 1 in <i>The Underground Girls of Kabul</i> in preparation for your first UGK Discussion POV 3 The Cutting Tradition: due OCT 7 RR 3 Saying No to Sex: due OCT 7 UGK Discussion 1: due Oct 12 |
| Module 6 | The Masculine and the Feminine | Module 6 Additional Readings Read Part 2 in <i>The Underground Girls of Kabul</i> in preparation for your second UGK Discussion POV 4 Gender Perceptions Interview: due Oct 21 RR 4 Boys and Girls Play Ball (Differently): due Oct 21 UGK Discussion 2: due Oct 26 |
| Module 7 | Beyond Binary | Read Chapters 1-5 in <i>Gender Diversity: Cross Cultural Variations</i> |
| Module 8 | Trans-isms | Read Chapters 6-8 in <i>Gender Diversity: Cross Cultural Variations</i> POV 5 Natural Family Values: due Nov 4 |
| Exam 2 Online (available 8:00 am on THURSDAY, OCT 25 to 11:59 pm EST on SUNDAY, OCT 28, 2018) | | |
| Module 9 | Gender and Power in Relationships | Module 9 Additional Readings Read Part 3 in <i>The Underground Girls of Kabul</i> in preparation for your third UGK Discussion RR 5 Men's Perspectives: due Nov 18 UGK Discussion 3: due Nov 9 |
| Module 10 | Gender at Work | Module 10 Additional Readings Read Part 4 in <i>The Underground Girls of Kabul</i> in preparation for your fourth UGK Discussion RR 6 Gender and Work: due Nov 26 UGK Discussion 4: due Nov 30 |
| Module 11 | Enforcing Gender and Sexual Victimization | Module 11 Additional Readings POV 6 Whip Smart: due Nov 18 |
| Module 12 | Sex (and Gender) Sells | Read Ch 6 in <i>Exotics and Erotics</i> Module 12 Additional Readings RR 7 Dollars are a Girls (and Boys) Best Friend: due Dec 2 |
| Module 13 | Sexual Compulsion | Module 13 Additional Readings |
| Exam 3 Online (available 8:00 am on MONDAY, DEC 3 to 11:59 pm EST on FRIDAY, DEC 7, 2018) | | |

*Course schedule is subject to change. I will notify you of any changes in Webcourses.

Welcome to Race Matters: Anthropological Approaches to Racism! Fall 2018

Professor Contact

- Dr. Nesselte Falu
- Office: Howard Phillips Hall, Rm 309E
- Office Hours: T & TH, 3-4pm
- Phone: 407.823.3991
- E-mail: nessette.falu@ucf.edu

Course Information

- Course Name: Race Matters: Anthropology of Racism
- Course ID & Section: ANT3451
- Course date and time: T&Th, 1:30-2:45pm
- Credit Hours: 3
- Semester/Year: Fall 2018
- Location: BA2, 207

Racism, in the first place, is a weapon used by the wealthy to increase the profits they bring in by paying Black workers less for their work.

- Angela Davis

Sometimes I feel like rap music is almost the key to stopping racism. – Eminem

If you live in the elite world of dance, you find yourself in a world rife with racism. Let's face it. – Alvin Ailey

A black person grows up in this country - and in many places - knowing that racism will be as familiar as salt to the tongue. Also, it can be as dangerous as too much salt. I think that you must struggle for betterment for yourself and for everyone. – Maya Angelou

Racism is taught in the home. We agree on that? Well, it's very hard to teach racism to a teenager who's

listening to rap music and who idolizes, say, Snoop Dogg. It's hard to say, 'That guy is less than you.' The kid is like, 'I like that guy, he's cool. How is he less than me? – Jay Z

Course Description

Racism is a form of human oppression with a long political, social, cultural, and systemic history within the U.S. It is understood as an ideological tool or systemic apparatus to enable and create inequalities, hierarchies, and forms of power over some human populations and communities. However, racism cannot be understood without interpreting the meaning and construction of race. Neither can it be regarded as operating in isolation from other interlocking forms of oppression and domination such as sexism, classism, heteronormativity, and nationalism. This course will explore how the history of racism in the U.S. and around the world strengthens and allows for anthropological study of racism today. It will focus primarily upon the racial constructions and relations of the population of African diaspora. We will examine the anthropological approaches to the study of racism via media, photography, social movements, music, art, identity politics, being and subjectivity, institutional structure, and more.

The course explores: 1) the history and ideological formation of racism and constructions of race; 2) in what respects the anthropology of race differs from its research of the past to the contemporary; 3) a representative range of approaches to the anthropological study of race and racism; 4) how the study of racism might be interrogated across anthropological and humanities research as well as real world issues alongside other topics such as gender, sexuality, class, nationalism, human rights, and social change; 5) how media and technology are tools for the reproduction as well as resistance of racism.

Course Objectives

- to understand the concept of racism, its mechanisms, existence, and impact upon human life
- to understand the differences between race and ethnicity as forms of identity and human value
- to develop a critical fluency in at least one of the current anthropological approaches to the investigation of racism.
- to begin to develop fluency in thinking, writing, and researching issues related to racism and other forms of oppression

Required Texts

- Carolyn Fluehr-Lobban. *Race and Racism: An Introduction*, 2018, Second Edition
- Keenanga-Yamahtta Taylor. *From #BlackLivesMatter to Liberation*. 2016
- One of the following (book selection to be discussed first weeks of classes):
 - Jafari S. Allen, *¡Venceremos?: The Erotics of Black Self-making in Cuba*, 2011

- Elizabeth Farfan Santos. *Black Bodies, Black Rights: The Politics of Quilombolismo in Contemporary Brazil*. 2016
- Bianca C. Williams. *The Pursuit of Happiness: Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism*. 2018

Course Requirements

Attendance and participation 100pts: It is expected that students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have more than two undocumented absences will have 100 points deducted from their final grade. Students who have excessive undocumented absences will have 200 points deducted from their final grade and no extra credit allowed. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons.

Discussant 100 points: Students will rotate and start class discussion about the text(s). Student must point out main arguments, methods, and supporting concepts, ideas, and examples for discussion. Students must also bring 2-3 questions for class to discuss. Students will have 5-10 minutes.

In-Class Short Essay Quizzes 300pts: 2 short essay quizzes will be given in class based upon Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*

Book Review 200pts: Students will be required to write a book review of one of the ethnographic books.
Due 10/2 via Webcourses.

Visual Anthropology Presentations 200pts: Students will make a 2-3-minute video and present it in class. The purpose of the video, or multi-media presentation is to create a visual anthropological approach to learning, educating, and affirming social change as a result of racism. A full rubric and project description for this assignment will be posted in Webcourses and discussed in class.

Final Paper 200pts: Students will write a 8-10-page, double space final paper proposing an anthropological research method and strategy to understand a social dilemma related to racism. Students will select a topic

either covered by the media or an issue of concern to the student that can be significantly researched. Students will write from their anthropological point of view that is based upon significant research of the topic and the readings in this course. Your paper should be well argued and supported by evidence. Topics must be approved by the end of October. **Due on 12/9 via Webcourses.**

Films will be screened in class.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for assignments, so you have to stay on top of this as **no late work will be accepted without penalty.** For every day that an assignment is late, 50 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documented circumstances. No make-up assignments or make-up exams are extended.**

Evaluation and Grading

Submitting work for evaluation: All of the work you do for this course is due on the day it is due. Late work may be accepted (only one assignment), but for much-reduced credit (one grade reduction for each 24 hour period that it is late), except with a physician-certified medical reason or a documented death in the family. Please plan carefully.

Evaluation Guidelines

| | |
|-------------------------------------|-------------------|
| <i>Participation and Attendance</i> | <i>100 points</i> |
| <i>Discussant</i> | <i>100 points</i> |
| <i>Short Answer Quizzes</i> | <i>200 points</i> |
| <i>Book Review</i> | <i>200 points</i> |
| <i>Multi-Media Presentations</i> | <i>200 points</i> |
| <i>Final Paper</i> | <i>200 points</i> |

| Letter Grade | Percentage |
|--------------|--------------|
| A | 95 – 100 |
| A- | 90 – 94 |
| B+ | 86 – 89 |
| B | 80 – 85 |
| B- | 75 - 79 |
| C+ | 71 - 74 |
| C | 66 – 70 |
| D | 60 - 65 |
| F | 59 and below |

Attendance Policy

If you miss a class: contact another student in the course to find out what occurred in class that day and what you will need to prepare for the next meeting. Students are expected to attend all classes; You will be penalized for excessive unexplained absences. In cases where you must miss class for periods longer than one week, you should see a Dean of Students for assistance to help verify these circumstances.

Being in class: In order to receive an excellent grade in this course, you will need to attend all class meetings, on time. While in class you may use your laptop computer to take notes and/or work on in-class projects. However, please refrain from using Facebook, on-line games, generalized surfing, etc. in order to be “mentally” (as well as physically) present in class. This will also avoid distracting other students.

Academic Honesty

Plagiarism and 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" for the entire course) and

may be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](http://osc.sdes.ucf.edu/faq#students) for further action. See the [UCF Golden Rule \(http://goldenrule.sdes.ucf.edu/\)](http://goldenrule.sdes.ucf.edu/) for further information. I will assume for this course 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. 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.

Accessibility Statement

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 accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services \(https://sas.sdes.ucf.edu\)](https://sas.sdes.ucf.edu), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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

[Introductions](#)

Schedule

| Week/Dates | Readings | Assignments | Due Dates |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|
| <p>Week 1</p> <p>8/21</p> <p>8/23</p> | <p>Overview and Introduction</p> <p>Race: Are We So Different? A Project of the American Anthropological Association</p> <p>race and racism: origins</p> <p>Fluehr-Lobban, Chapter 1: Anthropology, Race and Racism</p> | <p>Introduction Assignment for Financial Aid</p> | <p>8/31 at 11:55pm EST</p> |
| <p>Week 2</p> <p>8/28</p> <p>8/30</p> | <p>histories, ideologies, systems, institutions</p> <p>Fluehr-Lobban, Chapter 2: Race, Human Evolution, and Natural Selection</p> <p>Harriet Washington. <i>Medical Apartheid</i>, Chapt. 1</p> <p>eugenics and the anthropological agenda</p> <p>Scientific Racism, Social Darwinism, Eugenics – in-class short films</p> | | |
| <p>Week 3</p> <p>9/4</p> | <p>what is race</p> | | |

Fannon, *The Face of Blackness*

Ruth Benedict, "Race: What It Is Not"

Baker, *From Savage to Negro*. Chapter 1: The History and Theory of a Racialized Worldview

race: social or biological construction

Fluehr-Lobban, Chapter 3: Making a Science of Racial Inequality

Wade, The Meaning of 'Race' and 'Ethnicity'

"Race and Identity are Social Construct." *The New York Times*, Sept 6 2016

9/6

Week 4

9/11

anthropological approaches to racism and antiracism

- Fluehr-Lobban, Chapter 4: Racism and Anti-Racism from the Nineteenth to the Twentieth-First Centuries
- Frantz Boas. "The Outlook for the American Negro & Race Problems in America."
- Baker, Columbia University's Franz Boas: He Led the Undoing of Scientific Racism

whiteness and white supremacy

- Fluehr-Lobban, Chapter 3: Whiteness, White Identity, and the Future of White Privilege in

9/13

| | | | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------|
| | America | | |
| | <ul style="list-style-type: none"> Chapter from <i>White Privilege: Essential Readings on the other side of racism</i> | | |
| Week 5 | | | |
| 9/18 | racism and visual anthropology | | |
| | 13th Film | | |
| 9/20 | 13th Film continued | | |
| | <ul style="list-style-type: none"> Angela Davis, <i>Prison Industrial Complex</i>, Introduction Michelle Alexander, <i>The New Jim Crow</i>, Introduction | | |
| Week 6 | | | |
| 9/25 | racism, health, and environmental justice | | |
| | <ul style="list-style-type: none"> Reese, “We will no perish; we’re going to keep flourishing”: Race, Food Access and Geographies of Self-Reliance Wright, “Race, Place, and the Environment in the Aftermath of Katrina | | |
| 9/27 | | | |
| | racism and politics | | |
| | <i>No readings</i> | | |
| | <i>Freedom of Speech, Government and Violence, Podcasts - In class materials</i> | | |
| Week 7 | race and culture | Book Review Due | 10/2 by noon |
| 10/2 | book ethnographies | | via |
| | Read your ethnography book | | Webcourses |

| | | | |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--|
| 10/4 | book ethnographies - continued Read your ethnography book <i>Recommended only</i> <ul style="list-style-type: none"> • Price and Mintz. <i>The Birth of African American Culture: An Anthropological Perspective</i> • Zora Neal Hurston <i>Essay</i> | | |
| Week 8 10/9 10/11 | genocide and rebirth/healing No readings. Kendrick Lamar and Other Musical Artists - In-class materials colorism or racism? <ul style="list-style-type: none"> • Morales, <i>Ethnic-Controlled Economy or Segregation? Exploring Inequality in Latina/o Co-Ethnic Jobsites</i> • Baran, "Girl, You Are Not Morena. We Are Negras!": Questioning the Concept of Race in Southern Bahia, Brazil | | |
| Week 9 10/16 10/18 | racism and social change Taylor, <i>From #Black Lives Matter to Black Liberation, Introduction - Chapter 2</i> Film: <i>I Am Not Your Negro</i> | In-Class Essay Quiz | |

| | | | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|
| <p>Week 10</p> <p>10/23</p> <p>10/25</p> | <p>black lives matter movement</p> <p>Taylor, <i>From #Black Lives Matter to Black Liberation- Chapter 3, 4 and 5</i></p> <p>Taylor, <i>From #Black Lives Matter to Black Liberation - Chapter 6 and 7</i></p> | <p>In-Class Essay Quiz</p> | |
| <p>Week 11</p> <p>10/30</p> <p>11/1</p> | <p>From Melissa Perry-Harris to Michelle Obama to Omarosa Manigault</p> <ul style="list-style-type: none"> • bell hooks, “Racism and Feminism” <p>racism and queer/LGBTQI identities</p> <ul style="list-style-type: none"> • Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics” • Johnson and Green, Essay from <i>No Tea, No Shade: New Writings in Black Queer Studies</i> | | |
| <p>Week 12</p> <p>11/6</p> <p>11/8</p> | <p>racism, media, and social media</p> <p>Bonilla and Rosa, <i>#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States</i></p> <p>racism, photography and the arts</p> <p>Kara Walker and other Artists - in-class materials</p> | | |

| | | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------|
| | materials | | |
| Week 13 | | | |
| 11/13 | racism and education | | |
| 11/15 | <ul style="list-style-type: none"> • Fluehr-Lobban, Chapter 5: Race, Intelligence and Mental Testing • Baker, Anthropology and the Fourth Amendment | | |
| | Video Making Workshop | | |
| Week 14 | | | |
| 11/20 | raciasm and global scales, international communities | | |
| | Fluehr-Lobban, Chapter 7: International Perspectives on Race Relations | | |
| 11/22 | THANKSGIVING | | |
| Week 15 | | | |
| 11/27 and 11/29 | Anti-Racist Video Presentations | Visual Anthropology Assignment Due | 11/27 and 11/29 by noon |
| Week 16 | | Final Paper Due | 12/9 by midnight |

BIOBEHAVIORAL ANTHROPOLOGY. FALL 2018.

Ron Wallace, Ph.D.

Emeritus Professor of Anthropology

Interdisciplinary Fellow

Department of Anthropology

Howard Phillips Hall 309

Meetings by appointment.

E-mail: Ronald.Wallace@ucf.edu

Overview.

Biobehavioral Anthropology is the scientific study of biological influences on human social behavior. The course explores the idea that human behavior derives from an interaction of genetic and cultural information. Topics discussed from this standpoint include nurturance, language, sexual orientation, mate selection, dominance, aggression, and human belief systems, among others. The course utilizes an evolutionary perspective. There are no prerequisites, but it is assumed that all students have a basic familiarity with human biology provided in the General Education Program.

Course Structure.

The course is comprised of oral reports and class discussions. Although I will introduce the course with lectures that provide a conceptual framework, it should be emphasized that *this is not a lecture course*. The grade is based on two components: the oral reports, and examinations.

The oral reports. Shortly after the semester begins, I will circulate a sign-up sheet. Each student will sign up for two oral report dates. Each report will be on a scientific article from the journal *Evolutionary Psychology* which is available online. All the articles in this journal are on biobehavioral topics. Other journals may also be acceptable. See the list at the end of the syllabus. Browse through the journal, find an article that interests you, and have it approved by me. You may simply e-mail me the title and abstract of the article, or Xerox the first page and bring it to me at the beginning of the class. When you give your report, you will be expected to present the main ideas of the article in your own words. Reports should be presented in the traditional manner, rather than through electronic media such as PowerPoint. You may use 4X6 cards if you wish. You are then expected to respond to questions from other students and from me. The oral report should be about 15 minutes long, and the question-and-answer period about 5 minutes long. Each report is letter-graded, and counts 25% of your grade.

The examinations. There will be two examinations: a mid-term and a final. Each exam has 50 questions, and is in true-false format. Please bring brown scantron sheets to each exam. *The exams are based primarily on class discussions.* A few questions on each exam will be based on the textbook. The first exam will also include questions based on the introductory lectures. The final exam is not cumulative. Each exam counts 25% of your grade.

Course Schedule:

Students are expected to have read the following chapters in the text by the following dates:

Week 1: Darwin comes of age.

Week 2: Male and Female.

Week 3: Men and Women.

Week 4: The Marriage Market.

Week 5: Darwin's marriage.

Week 6: The Darwin Plan for Marital Bliss.

Week 7: Families.

Week 8: **Review for Midterm: October 9. Midterm Exam: October 11.**

Week 9: Darwin and the Savages.

Week 10: Friends.

Week 11: Darwin's conscience.

Week 12: Darwin's delay.

Week 13: Social status.

Week 14: Darwin's triumph.

Week 15: November 27: Cynicism, ethics, blaming the victim, religion.

November 29 review for final exam.

Final Exam: Thursday, December 6, 8 AM, in our usual classroom.

Attendance.

Please make a strong effort to attend every class. In the event that you are absent due to an emergency, please contact me via email as soon as possible. In the event that you unavoidably miss either the midterm exam or the final exam, you must make up the exam within one week in the Anthropology department office at Howard Phillips Hall 309. If you are not present for an oral report, you must present it at the next class meeting. If this is not possible, or if there is a scheduling problem, I reserve the right to request that you prepare a written report instead. The written report should be a summary of the article you have researched. It should be approximately 2-3 typed pages, double-spaced, sent to me as an email attachment.

Textbook.

The text for the course is *The Moral Animal* by Robert Wright.

- **Publisher:** Vintage
- **ISBN-13:** 978-0679763994

Grading Scheme.

The midterm exam and the final exam each have 50 true-false questions. The final is non-cumulative. On each exam 45-50 is an A, 40-44 is a B, 35-39 is a C, 30-34 is a D, and below 30 is F. A "plus and minus" system is not used. For example, there is no A+ or A-. The two oral reports are letter-graded; no point system is used. At the end of the course, I use the 4 letter grades (two that are quantitatively based, and two that are based on my impression of your reports) for determining your final grade. In the event of a borderline situation (two As and two Bs), I will take your attendance into consideration in determining your final grade.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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](#)
For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#).”

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](#). 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](#) (Ferrell Commons 185, 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.

****If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

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.
- 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> (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 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

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 contains copyright protected materials such as audio or video clips, video lectures, 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.

According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

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.

Recommended journals for oral reports in Biobehavioral Anthropology. Fall 2018.

Articles from the following list of journals are almost always acceptable for oral reports. Some of these journals require an institutional subscription, and are therefore only accessible from a UCF computer terminal. However, several of them (e.g., Human Nature, Behavioral Ecology and Sociobiology) are available as hard copy in the library. The journal *Evolutionary Psychology* is an excellent journal which is open-access; anyone with an online computer can access the articles.

The list is not exhaustive. If you locate an article in a journal not listed here, but which seems appropriate, please query me. You may be able to use it.

- Animal Behaviour
- Behavior Genetics
- Behavioral and Brain Sciences
- Behavioral Ecology and Sociobiology
- Behavioral Neuroscience
- Ethology and Sociobiology
- Evolution and Human Behavior
- Evolutionary Psychology
- Human Nature

In addition to the above, the two semi-technical journals below occasionally include articles relevant to this course:

- American Scientist
- Scientific American

Begin your exploration. Let me know if there are any problems.

Course Syllabus

[Jump to Today](#)

 **Edit**

ANT 3610: Language and Culture Fall 2018

Instructor Contact

Instructor Dr. Nessette Falu

Office HPH, 309E

Office Hours Tuesday 11a-12p by appointment only

Phone 407-823-3991

E-mail nessette.falu@ucf.edu

TA - Amber Morrison

Email: AMorrison346@Knights.ucf.edu (<mailto:AMorrison346@Knights.ucf.edu>)

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610

Credit Hours 3

Semester/Year Fall 2018

Location Online

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Course Objectives

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech

interactions.

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. Second Edition. ISBN 9781119060604
- Basso, Keith. 1979. *Portraits of "The Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*. Cambridge. ISBN 0-521-29593-9

Supplemental Texts

Links to other required supplemental course material can be found in each module of this course.

Course Requirements

- Read the assigned materials each week.
- Participate in group discussions.
- Complete all required assignments.
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

Missed Assignments/Make-Ups/Extra Credit

Every week, you will have to complete either a quiz or a group discussion. I do not allow makeups of quizzes. I will consider makeups of the midterm and final exams with documentation of severe illness, family emergency, or any extreme situation that might have prevented you from taking the exam. Late discussion posts and papers will be penalized 5 points if handed in within three days of the due date. I will not accept late assignments after this grace period. You also have two paper assignments to complete during the semester. You are expected to be able to produce college-level writing. If you have trouble writing, please contact me or visit the university writing center. I am also happy to read and comment on preliminary drafts of your papers, as long as you have them to me at least ten days before the paper deadline.

Evaluation and Grading

Your grade will be based on the Following scale:

| Percentage | Grade |
|-------------------|--------------|
| 95-100 | A |
| 90-95 | A- |
| 87-89 | B+ |

| | |
|--------------|----|
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 60-63 | D- |
| 59 and below | F |

Your grade will be based on the following assignments and assessments. Please see the [Assignment List](#) for more information.

Assignment Group Weight

Graded Discussions 40

Papers 25

Quizzes 15

Exams 20

Academic Honesty

Plagiarism and 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" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](#) for further information. I will assume for this course 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. 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. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com> [_ \(http://www.turnitin.com\)](http://www.turnitin.com).

Disability Statement

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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 | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Wed Dec 2, 2015 |  Midterm Review (https://webcourses.ucf.edu/calendar?event_id=1597295&include_contexts=course_1300744) | 6am to 10am |
| Thu Dec 10, 2015 |  Midterm Exam (https://webcourses.ucf.edu/calendar?event_id=1597299&include_contexts=course_1300744) | 5am to Dec 11 at 5am |

| | | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Dec 25, 2015 |  Language Autobiography Due Today!!! (https://webcourses.ucf.edu/calendar?event_id=1597293&include_contexts=course_1300744) | 4:30am |
| Fri Jan 15, 2016 |  Unit II Opens (https://webcourses.ucf.edu/calendar?event_id=1597297&include_contexts=course_1300744) | 8pm |
| Fri Jan 19, 2018 |  Student Engagement Quiz (https://webcourses.ucf.edu/courses/1300744/assignments/5803615) | due by 11:59pm |
| Fri Aug 24, 2018 |  Introductions (https://webcourses.ucf.edu/courses/1300744/assignments/5803639) | due by 11:59pm |
| Mon Aug 27, 2018 |  QUIZ 1 (https://webcourses.ucf.edu/courses/1300744/assignments/5803609) | due by 11:59pm |
| Fri Aug 31, 2018 |  Group Discussion 1 (https://webcourses.ucf.edu/courses/1300744/assignments/5803631) | due by 11:59pm |
| |  Orientation Quiz (https://webcourses.ucf.edu/courses/1300744/assignments/5803619) | due by 11:59pm |
| Mon Sep 10, 2018 |  Online Quiz 2 (https://webcourses.ucf.edu/courses/1300744/assignments/5803621) | due by 11:59pm |
| Fri Sep 14, 2018 |  Group Discussion 2 (https://webcourses.ucf.edu/courses/1300744/assignments/5803633) | due by 11:59pm |
| Mon Oct 1, 2018 |  Online Quiz 3 (https://webcourses.ucf.edu/courses/1300744/assignments/5803611) | due by 11:59pm |
| Fri Oct 5, 2018 |  Group Discussion 3 (https://webcourses.ucf.edu/courses/1300744/assignments/5803635) | due by 11:59pm |
| Mon Oct 15, 2018 |  Midterm Examination (https://webcourses.ucf.edu/courses/1300744/assignments/5803623) | due by 11:59pm |
| Mon Oct 22, 2018 |  Online Quiz 4 (https://webcourses.ucf.edu/courses/1300744/assignments/5803613) | due by 11:59pm |
| Mon Oct 29, 2018 |  Week 12: Module 10 (https://webcourses.ucf.edu/calendar?event_id=1597289&include_contexts=course_1300744) | 12am |
| |  Lyrics and Social Change Assignment (https://webcourses.ucf.edu/courses/1300744/assignments/5803645) | due by 11:59pm |

Tue Nov 6, 2018



[Group Discussion 4](https://webcourses.ucf.edu/courses/1300744/assignments/5803637)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803637>)

due by 11:59pm

Fri Nov 9, 2018



[Discussion 4](https://webcourses.ucf.edu/calendar?event_id=1597291&include_contexts=course_1300744) (https://webcourses.ucf.edu/calendar?event_id=1597291&include_contexts=course_1300744)

12am

Mon Nov 12, 2018



[Online Quiz 5](https://webcourses.ucf.edu/courses/1300744/assignments/5803627)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803627>)

due by 11:59pm

Fri Nov 16, 2018



[Group Discussion 5](https://webcourses.ucf.edu/courses/1300744/assignments/5803641)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803641>)

due by 11:59pm

Mon Nov 26, 2018



[Decolonizing Language Paper](https://webcourses.ucf.edu/courses/1300744/assignments/5803643)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803643>)

due by 11:59pm



[Online Quiz 6](https://webcourses.ucf.edu/courses/1300744/assignments/5803617)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803617>)

due by 11:59pm

Fri Nov 30, 2018



[Group Discussion 6](https://webcourses.ucf.edu/courses/1300744/assignments/5803629)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803629>)

due by 11:59pm

Fri Dec 7, 2018



[Final Examination](https://webcourses.ucf.edu/courses/1300744/assignments/5803625)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803625>)

due by 11:59pm



[Multifunctionality Matching](https://webcourses.ucf.edu/courses/1300744/assignments/5803647)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803647>)



[Obojober Information Fluency Module](https://webcourses.ucf.edu/courses/1300744/assignments/5803649)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803649>)



[Obojober Module --APA Plagiarism Prevention](https://webcourses.ucf.edu/courses/1300744/assignments/5803651)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803651>)



[Obojober Plagiarism Module](https://webcourses.ucf.edu/courses/1300744/assignments/5803653)

(<https://webcourses.ucf.edu/courses/1300744/assignments/5803653>)

Course Schedule

Language and Culture

FALL 2018

Course Schedule

| Week | Topics/Readings | Assignment |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Read</p> <ul style="list-style-type: none">• Ahearn Ch. 1• Ahearn Ch. 2 (May read but not required)• Module Content | <ul style="list-style-type: none">• Introduction discussion post - Financial Aid Requirement• Quiz 1 opens 8/24 and closes 8/27 |
| 2 | <p>Read</p> <ul style="list-style-type: none">• Ahearn Ch. 3• Module Content | <p>Discussion 1</p> <ul style="list-style-type: none">• Post by Wed 8/29• Reply by Fri 8/31 |
| 3 | <p>Read</p> <ul style="list-style-type: none">• Ahearn Ch. 4• Module content | <p>Quiz 2</p> <ul style="list-style-type: none">• Quiz 2 opens 9/7 and closes 9/10 |
| | | <p>Discussion 2</p> |

| | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 4 | <p>Read</p> <ul style="list-style-type: none"> Basso, Ch. 1-2 | <p>Discussion 2</p> <ul style="list-style-type: none"> Post by 9/12 Reply by 9/14 |
| 5 | <p>Read</p> <ul style="list-style-type: none"> Ahearn Ch. 5 Module content Ahearn, Literary, Power and Agency: Love Letters and Developmental in Nepal | No discussion or quiz |
| 6 | <p>Read</p> <ul style="list-style-type: none"> Ahearn Ch. 6 Module content Bourgois, Poverty at Work: Employment and the Crack Alternative Meyerhoff, "Sorry in the Pacific" | <p>Quiz 3</p> <p>Opens 9/28</p> <p>Closes 10/1</p> |
| 7 | <p>Read</p> <ul style="list-style-type: none"> Ahearn Ch. 7 Module content Dreifus, Claudia. "The bilingual advantage." | <p>Discussion 3</p> <ul style="list-style-type: none"> Post by 10/3 Reply by 10/5 |
| 8 | MIDTERM | <ul style="list-style-type: none"> Midterm opens 10/12 and closes 10/15 |
| 9 | <p>Read</p> <ul style="list-style-type: none"> Ahearn Ch. 8 Module content Baquedano-Lopez, "Literacy practices across learning contexts." Baron, "Instant Messaging and the Future of Language" | <p>Quiz 4</p> <ul style="list-style-type: none"> Opens 10/19 and Closes 10/22 |
| 10 | <p>Read</p> <ul style="list-style-type: none"> Basso, Ch. 3-5 | No discussion or quiz |
| | | |

| | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | <p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 9 • Module content • Farnell, "Dynamic embodiment in Assiniboine (Nakota) Storytelling" | <p>Lyrics and Social Change Paper</p> <ul style="list-style-type: none"> • Due 10/29 <p>Discussion 4</p> <ul style="list-style-type: none"> • Post by 10/31 • Reply by 11/2 • Second Reply by 11/6 |
| 12 | <p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 10 • Module content • Cameron, "The Myth of Mars and Venus" • Kulick, "Anger, gender, and Language shift" | <p>Quiz 5</p> <ul style="list-style-type: none"> • Opens 11/9 • Closes 11/12 |
| 13 | <p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 11 • Module content • Urcioli, "The political topography of English" | <p>Discussion 5</p> <ul style="list-style-type: none"> • Post by 11/14 • Reply by 11/16 |
| 14 | <p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 12 • Harrison, "A world of many (fewer) voices" • Module content | <p>Quiz 6</p> <ul style="list-style-type: none"> • Opens 11/23 • Closes 11/26 |
| 15 | <p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 13 • Module content | <p>Discussion 6</p> <ul style="list-style-type: none"> • Post by 11/28 • Reply by 11/30 <p>Decolonizing Language Paper</p> <ul style="list-style-type: none"> • Due 11/26 |
| | | |

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FINAL EXAM

FINAL EXAM

- Opens 12/4
- Closes 12/7

Welcome to:

Engagement & Social Change: Public Anthropology

ANT 3701M Fall 2018

Mondays & Wednesdays: 12:30 – 1:20 pm,

& Online Component: to be completed between Thur. and Sun. (unless stated otherwise)

Location: BA2 - 207

~~~~~  
**Professor: Joanna Mishtal, Ph.D., Associate Professor of Cultural & Medical Anthropology**

**Office Hrs:** Mon & Wed 3:30 -4:30 pm & by appointment, in Howard Phillips Hall 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method) Phone: (407) 823-3797

**Graduate Teaching Assistant: Lea Harvey, MA Student**

**Office Hrs:** Tue & Thur 2-3 pm, Wed 12 – 2:30 pm, & by appointment, Howard Phillips Hall 309

**E-mail:** [lmharvey@knights.ucf.edu](mailto:lmharvey@knights.ucf.edu)  
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Course Description:

This course explores how anthropological knowledge, skills, and methods contribute to the understanding of contemporary human concerns related to health, migration, globalization, human rights, and development. As the most rapidly expanding field in anthropology, public (or applied) anthropology strives to bring public and policy attention to concerns that are often hidden or marginalized. In the words of anthropologist Robert Borofsky, it strives “to move beyond the traditional ‘do no harm’ ethos of funded research to one that strives to do good, to one that focuses on helping others.” We will therefore consider how anthropology can be engaged with the community, and explore how best to engage locally and abroad to create positive change.

Credit: this course also counts toward 3 UCF programs:

Medical Anthropology Minor http://catalog.ucf.edu/content/documents/programs/Medical_Anthropology_Minor.pdf

Global Health Certificate http://catalog.ucf.edu/content/documents/programs/Anthropology_of_Global_Health_Certificate.pdf

Gordon Rule Requirement

Learning outcomes - upon course completion, the students will:

- 1) gain knowledge of the various public interest domains in anthropological research
 - 2.) become familiar with ethical considerations for anthropology work and research
 - 3) gain understanding of how anthropology fits in the work of local and global organizations, and policy
 - 4.) expand their scholarly writing skills, including analysis and synthesis
- ~~~~~

Expectations:

I hope that you will want to attend this class and that you will be eager to participate in discussions. If it is particularly difficult for you to speak up in class I invite you to my office hours to discuss any of the topics in a smaller, less intimidating setting.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do very well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. Any inappropriate behavior will be reflected in the final grade and may be reported to student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

If you have to miss a class please ask to borrow a fellow student's notes because lectures will not always cover the same material as the reading for that day. Make-ups of assessments or assignments will not be permitted unless it is for university-sponsored events, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class for only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Integrity: I adhere to the university academic honesty rules and expect you to do your own work; cheating or plagiarism is unacceptable and will carry consequences. The *Turnitin* plagiarism checker will be used. In the case of misconduct zero will be given for the course. Students are required to follow the Rules of Conduct found within the Golden Rule, UCF's Student Handbook (www.goldenrule.sdes.ucf.edu). 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 (www.goldenrule.sdes.ucf.edu/zgrade).

Special Needs: UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (<http://sas.sdes.ucf.edu/>) and bring a letter of accommodation request during the first week of class. Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Campus Safety: Should an emergency arise in our class, we'll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency dial 911. Emergency procedure guides are posted on classrooms' walls near the door (http://emergency.ucf.edu/emergency_guide.html).

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**Course Materials:**

**1.) Required Book:**

- Jason De Leon and Michael Wells. The Land of Open Graves: Living and Dying on the Migrant Trail. University of California Press. 2015
  - Access - this book is available, in addition to UCF bookstore:
    - at UCF library as an e-book (free)
    - used copies on Amazon for about \$20

**2.) Required Articles (provided):** Several articles are also required and are available to students (for free) electronically on our Canvas site. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download these articles to your computers – you can make notes and highlight on PDFs.

**3.) Required Films (provided):**

Students are required to see all films and videos shown in class and stay alert during the showings. Titles of films will be provided in class or listed on syllabus. For films/videos please close computers due to glare.

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Examinations and Grading Policy: My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here's the breakdown.

| Letter | Points |
|--------|-----------|
| A | 186 – 200 |
| A- | 180 – 185 |
| B+ | 174 – 179 |
| B | 166 – 173 |
| B- | 160 – 165 |
| C+ | 154 – 159 |
| C | 146 – 153 |
| C- | 140 – 145 |
| D+ | 134 – 139 |
| D | 126 – 133 |
| D- | 120 – 125 |
| F | Below 119 |

Summary of points:

In-Class Component:

- 1.) Exam 1: 20 points
- 2.) Exam 2: 20 points
- 3.) 4 of 5 Quizzes: 20

Outside of Class/Online Component:

- 1.) 2 Film Response Papers: 60 points (2 x 30 points)
- 2.) Book Response Paper: 30 points
- 3.) Final Fieldwork Project Report or Research Paper: 50 points

Attendance record and class participation will be used to help students in borderline cases.

Total: 200 points

Descriptions:

1.) Exam 1 (20 points):

Exam consists of 20 questions (multiple choice, true/false), and cover concepts from all texts, videos, lectures. Brown scantron and #2 pencils are needed.

2.) Exam 2 (20 points):

Exam consists of 20 questions (multiple choice, true/false), and is cumulative based on concepts from all texts, videos, lectures with an emphasis on the last half of the material. Please bring a brown scantron and #2 pencils to the exam.

3.) 4 of 5 Quizzes (20 points):

Five quizzes will be given for 5 points each, and the lowest score will be dropped. The quizzes are based on assigned readings for that day and consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-10 minutes at the start of the class. There will be no make-ups for the quizzes because 1 score is dropped. The dropping of the lowest score is designed to help students in such situations as when the student happens to get sick, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4.) 2 Film Response Papers

1st Film Paper (30 points): For this paper, students will watch an ethnographic film “Women in the Struggle Against Poverty: A Case Study - Daughters of the Golden Bengal” dealing with questions of social justice, especially as related to gender equality. The paper response will synthesize the material from the class that addresses issues of development projects, as discussed in class and the assigned texts, and integrate these concepts with the information from the film. **Specific instructions and hints on Canvas.** These papers will have a word limit of 700 - 800. DUE: 9/24/2018.

2nd Film Paper (30 points): Students will watch “Becoming American,” an episode from a larger documentary exploring different ethnic/racial communities, providing a deeper exploration of how social conditions affect population health and how some communities are extending their lives by improving them. “Becoming American” focuses on Mexican immigrants, social networks, and declining health. In analysis, integrate class material, guest lecture content, and information from the film. **Specific instructions and helpful hints on Canvas.** Paper word limit of 700 - 800. DUE: 11/14/2018.

5.) Book Response Paper (30 points):

The book assigned for this class, the ethnography by Jason De Leon and Michael Wells (2015), will serve as the basis for this book response paper. Students will analyze the book’s content in light of the topics covered in class. **Specific instructions on Canvas.**

These papers will have a word limit of 700 - 800. DUE: 11/4/2018

6.) Public Anthropology Project (50 points) – students have 2 options to choose from. DUE: 12/5/2018

(Note: This project stands for your final exam and will be due during the finals week.)

OPTION I: Fieldwork Project & Report (encouraged!)

Much of public anthropological work involves working with non-profit organizations (NGOs). In this spirit, students will complete a Fieldwork Project which will involve minimum of 16 hours of a volunteering experience with an organization of your choice during the semester. Projects can be arranged via *Volunteer UCF Center* located at the Student Union, Room 208; ph: (407) 823-6471, website: <http://osi.ucf.edu/vucf/> *NOTE: Students must be approved for their choice of the organization by the Professor or GTA before beginning the project. **Specific instructions on Canvas.** Students will earn points for:

- Timeliness: submitting required parts of the project on time
- Final Report (stands for your Final Exam & due during the finals week): discussing the experience; length 600-650 words

OPTION II: Research Paper

You have the option of writing a Paper on a public anthropology topic. This will involve researching a topic by locating and reading 4 full-length research articles on a similar subject in these journals: *Human Organization, Practicing Anthropology, and NAPA Bulletin/ Annals of Anthropological Practice*, and writing a paper based on the analysis of these texts. **Specific instructions on Canvas.** *NOTE: Articles must to be approved by the Professor or GTA before proceeding. Students earn points for:

- Timeliness: submitting required parts of the paper on time
- Research Paper (stands for your Final Exam & due during the finals week): length 1500-1550 words (about 6 pages double spaced), plus references cited section

7.) Attendance & Participation

Students whose final points for the semester end up on a cusp between two grades will be pulled up to the higher grade if they have a record of excellent attendance and participation in class discussions. I also value improvement over the course of the semester.

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**A WRITING TIP:** In this class you’ll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

**Writing Parameters:** All writing assignments should be single-spaced, 1” margins on all sides, Times New Roman size 12 or Garamond font size 12.  
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Course Schedule

WEEK 1:

8/20 - Mon: First class – introduction of the course and overview of the syllabus.

8/22 – Wed: Introduction to public anthropology.

Read for Wed:

“Making Anthropology Public” by N. Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.





Browse relevant websites:

- Center for a Public Anthropology: <http://www.publicanthropology.org/about/>
- Society for Applied Anthropology: <http://www.sfaa.net/>
- American Anthropological Association: <http://www.aaanet.org/>
- National Association for the Practice of Anthropology (NAPA): <http://www.practicinganthropology.org/>
- National Association of Student Anthropologists (NASA): <https://studentanthropologists.org>

Online Component:

→ Assignment Wk 1: Instructions on Canvas
(Become familiar with the site)

WEEK 2: Ethics & Research: Past and Present.

8/27 - Mon: The Yanomami Controversy

Read for Mon:

“The Fierce Anthropologist: Did Napoleon Chagnon’s expeditions harm one of the world’s most vulnerable tribes?” by Patrick Tierney, *The New Yorker*, 10-9-2000



8/29 – Wed: The Yanomami Controversy

Read for Wed:

“Darkness in El Dorado: research ethics then and now” by Carolyn Fleuhr-Lobban *Ethics and the Profession of Anthropology*, pp. 85-106, 2003.

→ **Quiz 1**

Browse: the AAA ethics statement at:

<http://ethics.americananthro.org/category/statement/>

Online Component:

→ Assignment Wk 2 - SUBMIT. Instructions on Canvas
(Option I: choose & propose your organization; Option II: chose & propose your topic)

[Source: www.news.ucsb.edu]

WEEK 3: Ethical Challenges: Anthropology and War

9/3 – Labor Day – NO CLASS

9/5 – Wed: Human Terrain Project

Read for Wed (2 items):

“Army Enlists Anthropology in War Zones” by David Rohde, *The New York Times*, 10-5-2007.

And

“Anthropologists or ‘technicians of power?’” by Gonzalez, Roberto (2009) *Practicing Anthropology* 31(1): 34-37



Online Component:

→ [Assignment Wk 3](#): Instructions on Canvas
(Option I: proceed with project; Option II: locate articles)

[Source: newsweek.com 8/16/13]

WEEK 4: Development

9/10 - Mon: Anthropology & Development – key issues

→ **Quiz 2**

Read for Mon:

“Anthropology and the development encounter: the making and marketing of development anthropology” by Arturo Escobar, *American Ethnologist*, 1991, 18(4):658-682.

9/12 – Wed: Anthropology & Development, cont.

Read for Wed:

“The Philani Experience: Gender Equality and Empowerment of Women in South Africa” by Alexandra Kenny, *Annals of Anthropological Practice* 27(1):27–39, 2007.



Online Component:

→ [Assignment Wk 4](#): Instructions on Canvas

(Option I: proceed with project; Option II: proceed with readings and annotating)

[Source: www.philani.org]

WEEK 5: Development & Gender

9/17 - Mon: Case Study: Gender & Bangladesh

Read for Mon: none

→ *Film screening*: “Daughters of the Golden Bengal”

9/19 – Wed: Case Study: Gender

Read for Wed:

“Vernacularization on the Ground: Local Uses of Global Women’s Rights in Peru, China, India and the United States.” Peggy Levitt and Sally Merry. *Global Networks* 9(4): 441–461, 2009

Online Component:

→ [Assignment Wk 5](#): Instructions on Canvas

(Option I: proceed with project; Option II: proceed with readings and annotating texts)

WEEK 6: Medical Anthropology

9/24 - Mon: What does it mean to be “critical”?

Read for Mon:

“Three propositions for a critically applied medical anthropology” by Nancy Scheper-Hughes, *Social Science & Medicine*, 30(2):189-197

→ **Due: 1st Film Response Paper Due 9/24/18 by midnight**



9/26 – Wed: Medical Anthropology, cont.

Read for Wed: none

Online Component:

→ Assignment Wk 6 – SUBMIT. Instructions on Canvas
(Option I: Submit an update on project activities & log of effort; Option II: Submit submit annotated bibliographies for 4 texts)

[Source: anthropology.berkeley.edu]

WEEK 7: Exam I week.

10/1 - Mon: Review for Exam – in class

10/3 – Wed: EXAM 1

Online Component:

→ Assignment Wk 7: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with analysis of 4 texts)

WEEK 8: Human Rights – History & Context

10/8 - Mon: Human Rights Debate

Read for Mon:

“Human Rights as Cultural Practice: An Anthropological Critique.”
Preis, Ann-Belinda (1996). *Human Rights Quarterly*, 18:286-315.



[Source: www.un.org]

10/10 – Wed: Human rights, cont.

Read for Wed: none (start reading the book for next week)

Online Component:

→ Assignment Wk 8: Instructions on Canvas
(Option I: proceed with project; Option II: create paper outline & **SUBMIT**)

WEEK 9: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail* by Jason De Leon and Michael Wells.

Part 1: This Hard Land

10/15 - Mon: Intro. & Ch. 1 (Prevention through Deterrence)

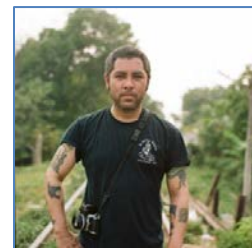
Read for Mon: Book pages 1 -37

→ **Quiz 3**
(based on pp: 1 – 37)



10/17 –Wed: Chapters 2 & 3 (Dangerous Ground; Necroviolence)

Read for Wed: Book pages 38 - 86



Online Component:

→ Assignment Wk 9: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

**WEEK 10: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail* by Jason De Leon and Michael Wells.
Part 2: El Camino**

10/22 - Mon: Chapters 4 & 5 (Memo & Lucho; Deported)
Read for Mon: Book pages 87 – 144

**→ Quiz 4
(based on pp: 87 – 144)**

10/24 – Wed: Chapters 6 & 7 (Technological Warfare; The Crossing)
Read for Wed: Book pages: 145 - 202

Online Component:

→ [Assignment Wk 10](#): Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

**WEEK 11: Case Study (Book): *The Land of Open Graves: Living and Dying on the Migrant Trail* by Jason De Leon and Michael Wells.
Part 3: Perilous Terrain.**

10/29 - Mon: Chapters 8 & 9 (Exposure; You Can't Leave)
Read for Mon:
Book: Read pages: 203 – 237

**→ Quiz 5
(based on pp: 203 - 237)**

10/31 – Wed: Chapters 10, 11, & 12 (Maricela; We Will Wait; Epilogue)
Read for Mon:
Book pages: 238 – 287 (finish)

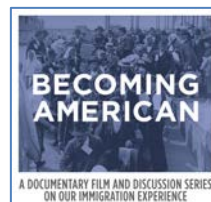
Online Component:

→ DUE: Book Response Paper Due on 11/4/18 by midnight

→ [Assignment Wk 11](#): Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

WEEK 12: Film Week & Response

11/5 - Mon: Migrants & Health
Read for Mon: none
→ *Film Screening: "Becoming American"*



11/7 – Wed: ONLINE WORK (No class meeting) – Work on Fieldwork Projects & Papers

Online Component:

→ [Assignment Wk 12](#): Instructions on Canvas

(Option I: proceed with project; Option II: proceed with writing)

[Source: www.newday.com/film/becoming-american]

WEEK 13: Public Anthropology - Current and Future Trends

11/12 – Veterans Day – NO CLASS

11/14 – Wed: Public Anthropology – Looking Ahead

Read: none

→ DUE: 2nd Film Response Paper Due 11/14/18 by midnight

Online Component:

→ [Assignment Wk 13](#): Instructions on Canvas

(Option I: proceed with project or writing; Option II: proceed with writing;)

WEEK 14: Fieldwork Project / Research Paper Wrap-Up

11/19 - Mon: Fieldwork Projects Discussion Day

Read for Mon: None

11/21 – Wed: **ONLINE WORK (No class meeting) – Work on completing Fieldwork Projects and Papers**

Online Component:

→ [Assignment Wk 14](#): NO Assignment - Thanksgiving

WEEK 15: Exam II week

11/26- Mon: Review for Exam in class

11/28 – Wed: **EXAM #2 (IN CLASS)**

Online Component:

→ [Assignment Wk 15](#): Instructions on Canvas

(Option I: finish writing; Option II: finish writing. Use the Writing Center to review your papers)

WEEK 16: Final Papers Due

12/5 - Wed: **Final Fieldwork Report OR Research Paper - DUE BY MIDNIGHT** via Canvas (can submit early)

~~~~~ Have a Nice Winter Break!! ~~~~~



**ANT 3930: Disaster Anthropology  
Section OW59 – Fall 2018**

**Instructor:** [Edward Gonzalez-Tennant, PhD](#)  
**Email:** [Edward.Gonzalez-Tennant@ucf.edu](mailto:Edward.Gonzalez-Tennant@ucf.edu)  
**Office Location:** [Howard Phillips Hall](#) Room 311C  
**Office Hours:** TuTh 2pm-3:00pm

**Graduate Teaching Assistant:** Adam Biernaski  
**Email:** [adamosis@knights.ucf.edu](mailto:adamosis@knights.ucf.edu)  
**Graduate Teaching Assistant:** Aaron Ott  
**Email:** [aott@knights.ucf.edu](mailto:aott@knights.ucf.edu)  
**Graduate Teaching Assistant:** Danielle Young  
**Email:** [Danielle\\_Young@knights.ucf.edu](mailto:Danielle_Young@knights.ucf.edu)

Graduate Teaching Assistants (GTAs) will hold office hours in Howard Phillips Hall Rm 309. Students will be randomly divided into groups following Drop/Add. TAs will then be assigned to specific groups for the purposes of grading certain assignments (e.g., Online Discussions).

### **Required Textbooks**

Hoffman, Susanna M. and Anthony Oliver-Smith (eds.) 2002. [Catastrophe and Culture: The Anthropology of Disaster \(Links to an external site.\)Links to an external site.](#). SAR Press.  
(Referred to as CC in the syllabus)

Cooper, Jago and Payson Sheets (eds.) 2012. [Surviving Sudden Environmental Change: Answers from Archaeology \(Links to an external site.\)Links to an external site.](#). University Press of Colorado. The link is for a PDF of the book. Otherwise, the chapters we will read will be provided on WebCourses as PDFs. In other words, you DO NOT need to purchase this book.

### **Course Description**

Anthropological research into disaster reminds us that risk and vulnerability are not equally shared across society, and harm from disasters (natural or otherwise) disproportionately affects communities along lines of inequality. This course provides students with an introduction to the anthropological study of disaster. Anthropologists have become critical to international forensic investigations of disasters and training in disaster anthropology represents a unique opportunity for students to contribute to global security. This course will provide students with conceptual and methodological tools to address what scholars refer to as “the current research deficit” regarding culturally-sensitive data relating to disaster. This includes so-called natural disasters, which reveals how single events (e.g., Hurricane Irma) are only one aspect along a continuum of catastrophe. The true scope of disasters stretches across years, and a single event affects communities for much longer. This course will prepare students to investigate four inter-related themes as outlined by Integrated Research on Disaster Risk (IDIR): investigate the causes and consequences of loss and identify conditions limiting loss; test hypotheses of damage causality (land use, lack of accountability, settlement patterns); identify key factors contributing to

vulnerability and loss which have grown in recent decades; and utilize existing knowledge and approaches from risk assessment in the social sciences.

**Course Objectives:** Upon successful completion of this course, each student will:

- Be able to theorize what constitutes a disaster.
- Understand the different between anthropogenic vs. 'natural' disaster.
- Be able to apply a forensic approach to studying disasters.
- Appreciate the vital role anthropology now plays in disaster planning, preparedness, and recovery.
- Understand how each of anthropology's subdisciplines participate in disaster planning, preparedness, and recovery.
- Develop an historical appreciation for Florida disaster history.

### **Weekly Online Schedule**

This is an **online course**. As such, students are not required to meet with the instructor in person. I will hold office hours on campus for local students, and am happy to answer questions and the like via any method available through WebCourses. Students will need to work with other students from time-to-time (e.g., discussions). All tools for these interactions are provided as part of WebCourses.

**This course is set-up in bi-weekly chunks.** The first week will include an online lecture, readings, and an online discussion. The second week is set aside for students to complete assignments. Students are expected to have all reading done early in the week so they can participate in online discussions.

- **Online lectures** will be posted at 8am on Monday.
- **Assignments are due by midnight on Sunday** (online discussions are the exception, see below).
- **Online discussions** will take place in groups randomly created by the instructor following drop/add.
- **To receive full credit in discussions**, students need to participate before the Sunday deadline. **Students who wait until the final day will lose points.**

### **Grading**

Grades for the course will come from online discussions, bi-weekly assignments, and a semester research project. Late assignments will not be accepted except in extreme cases and only when accompanied by appropriate documentation (i.e. doctor's note). Specific handouts for various assignments will be provided during the semester as needed.

**Online Discussions: 70**

**Research Projects: 50**

**Annotated Bibliography: 30**



**Semester Project Video Presentation: 20**  
**Semester Project Final Paper: 30**

**Total Point: 200**

### **Breakdown of Grading**

**Online Discussions:** An online discussion will take place roughly every other week. **They open at 8am on Monday and close at 12am (midnight) the following Sunday.** These discussions substitute the in-class interaction we would have in a face-to-face course. Students will be randomly sorted into smaller groups for discussion due to the size of this class. The instructor will participate in discussions, but the GTAs will grade them. GTAs are paid for their work in this course, and as such must complete certain tasks (e.g., grading). See the rubric attached to each discussion for more information. **Students who wait until the last day to post will automatically lose 2 points in addition to any other deductions described below.**

**Research Projects:** Students will complete five research projects throughout the course of the semester. Some of these assignments will help with the semester project (see below) while others will simply reinforce lessons from the readings. Each research project will be discussed in detail during online lectures. Associated assignments in WebCourses will be updated with detailed instructions as we near each assignment's date.

**Semester Project:** Students will undertake an independent research project as part of this course. This project asks students to act as though they were anthropologists assigned to research and understand a disaster. Students will have some leeway in determining the exact event they research. Various projects throughout the semester will support the semester project. This includes the annotated bibliography, video presentation, and final paper. Detailed instructions will be provided throughout the semester.

### **Course Grading Scale**

|    |                |    |         |    |         |
|----|----------------|----|---------|----|---------|
| A  | 94-100         | A- | 90-93.9 |    |         |
| B+ | 87-89.9        | B  | 84-86.9 | B- | 80-83.9 |
| C+ | 77-79.9        | C  | 74-76.9 | C- | 70-73.9 |
| D+ | 67-69.9        | D  | 64-66.9 | D- | 60-63.9 |
| F  | 59.9 and below |    |         |    |         |

### **Attendance and Make-Up Policies**

Make-up assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note, police report). **Students only have one week to make up work.** Students who contact me after the due date for an assignment/exam MAY be allowed to make it up, but will lose up to 50% for it being late. Due dates are posted at the beginning of the semester and students are responsible for knowing these dates. **There is no make-up for online discussions unless documentation is provided**

**explaining why the student was unable to participate for the entire duration of the discussion. This policy is non-negotiable.**

### **Academic Dishonesty**

Plagiarism and Cheating of any kind on an exam, quiz, or assignment will result in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). Students identified as cheating may be referred to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course 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. 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.**

### **Student Conduct**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

### **Course Accessibility Statement**

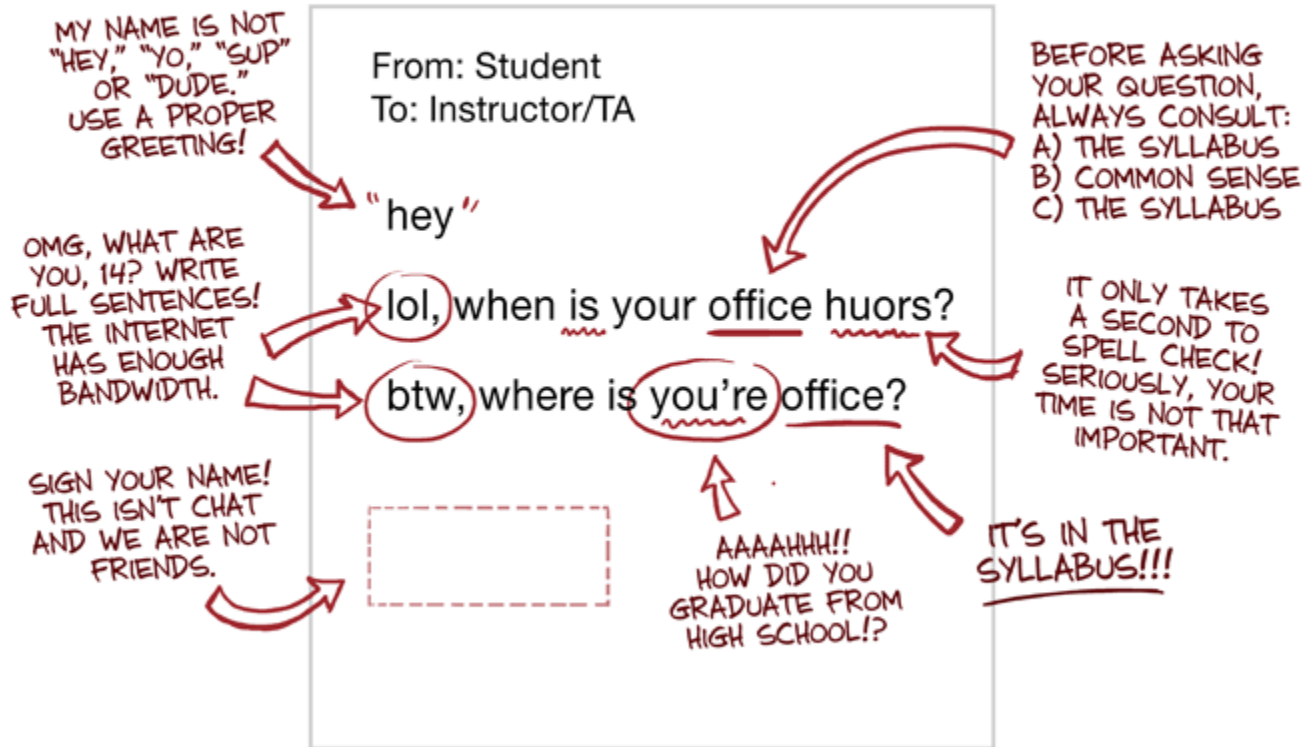
It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact Student Accessibility Services (SAS) office located in Ferrell Commons room 185 or via email at [sas@ucf.edu](mailto:sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

### **Emailing the Instructor**

When you email me, put "ANT 3930 Disaster Anthropology" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course number and section. I actually recommend you contact me via WebCourses as this information is already included there. I will typically respond with one day, but allow up to two days (48 hours). On the weekends, I may not check my email until Monday morning.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course. Here are some pointers:

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

### Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait at least 24 hours before contacting me about individual grades. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns with me and avoid any angry emails you may later regret. I also will not provide correct answers as long as other students are still taking an online exam or completing an online assignment.

**DO NOT contact me to ask for extra credit, free points, or to round your grade up.** If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade at some later point, like the last week of classes, or even later.

### Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? Because it is easier for you to say and you don't have to struggle with the pronunciation of my entire surname. That said, **if you insist on incorrectly referring to me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points.** Would you forget to include your boss' full name, or a co-worker's? Take this as a real-world lesson.

### **Deployed Active Military Duty 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.

### **UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) ([Links to an external site.](#))[Links to an external site.](#) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

### **Copyright**

This course may utilize 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 course and your use only. Every reasonable effort is made to credit copyright holders.

### **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.

### **Respect for diversity**

This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not talking. If you have a controversial opinion, or are afraid to bring it up in discussions, please feel free to message me privately we will discuss the best way to approach it in class. Often times, you are not the only one wondering about something.

## Semester Calendar

Week 1: August 20 - 24

Topic: Course Introduction

Readings: None

Assignments: [Syllabus Quiz](#)

### SECTION 1 - INTRODUCTION TO ANTHROPOLOGICAL STUDIES OF DISASTER

Week 2: August 27 - 31

Topic: Introduction to Disaster Research

Readings: CC Chapters 1 & 2

Hoffman, Susanna. 2010. [Of Increasing Concern: Disaster and the Field of Anthropology \(Links to an external site.\)](#)Links to an external site.. *Anthropology News*.

Assignment: Online Discussion 1


Week 3: September 3 - 7

Assignment: Research Project 1 - Student Introductions & Goals for Course

### SECTION 2 - LONGITUDINAL STUDIES OF DISASTER

Week 4: September 10 - 14

Readings: CC Chapters 3, 4, 5, 11

Oliver-Smith, Anthony. 1994. [Peru's Five Hundred Year Earthquake.](#)

Assignment: Online Discussion 2

Week 5: September 17 - 21

Assignment: Research Project 2 - Researching Historical Event(s)

### SECTION 3 - FORENSIC DISASTER INVESTIGATIONS (FORIN)

Week 6: September 24 - 28

Readings: Burton, Ian. 2010. [Forensic Disaster Investigations in Depth](#).

[FORIN Report](#)

[2011 Global Assessment Report on Disaster Risk Reduction Fact Sheets](#)

[2011 Global Assessment Report on Disaster Risk Reduction, Full Document](#)

(skim)

Assignment: Online Discussion 3


Week 7: October 1 - 5


Assignment: Research Project 3 - Summary of Semester Research Project (1-2 Page)

#### **SECTION 4 - ONLINE ORAL HISTORY WORKSHOP**

Week 8: October 8 - 12

Readings: Slim, Hugo et al. 2006. [Ways of Listening](#) , in *The Oral History Reader*, edited by Robert Perks and Alistair Thomson.

Anderson, Kathryn and Dana C. Jack. 2006. [Learning to Listen: Interview Techniques and Analysis](#) , in *The Oral History Reader*.

Sanford, Victoria. 2006. "[Introduction](#)" and "[Excavations of the Heart: ...](#)"  In *Engaged Observer: Anthropology, Advocacy, and Activism*.

Hammersley, Martyn and Paul Atkinson. 1995. [Insider Accounts: Listening and Asking Questions](#) , in *Ethnography 2<sup>nd</sup> Edition*, pp. 124-156.

Assignment: Online Discussion 4

Week 9: October 15 - 19

Assignment: Research Project 4 - Oral History Interview (Upload Audio)

#### **SECTION 5 - 'NATURAL' DISASTERS**

Week 10: October 22 - 26

Readings: CC Chapters 9 & 10

Mitchell, James K. 1999. [Megacities and Natural Disasters](#) .

Rudel, Thomas K. 2007. [Changing Agents of Deforestation](#) .

Assignment: Online Discussion 5

Week 11: October 29 - November 2

Assignment: Research Project 5 - Oral History Transcript

#### **SECTION 6 - CULTURAL DIMENSIONS OF DISASTER & TRAUMA**

Week 12: November 5 - 9

Topic: CC Chapters 6, 7, & 8

Adams et al. 2009. Chronic Disaster Syndrome: ...

Revet, Sandrine. 2013. 'A Small World': Ethnography of a Natural Disaster Simulation in Peru.

Ensor, Marisa. 2008. Children, Climate Change and Disasters: Challenges and Opportunities for Disaster Anthropology.

Assignment: Online Discussion 6

Week 13: November 12 - 16

Assignment: Annotated Bibliography

#### **SECTION 7 - ARCHAEOLOGICAL APPROACHES TO SUDDEN CLIMATE CHANGE**

Week 14: November 19 - 23

Readings: Sheets and Cooper. 2012. Learning to Live with the Dangers ...  
Sheets, Payson. 2012. Responses to Explosive Volcanic Eruptions ...  
Dugmore and Vésteinsson. 2012. Black Sun, High Flame, and Flood.  
Cooper, Jago. 2012. Fail to Prepare, Then Prepare to Fail.  
Sassaman, Kenneth. 2012. Futurologists Look Back.

Assignment: Online Discussion 7

Week 15: November 26 - 30 (Last Week of Classes)

Topic: Upload Final Presentation Video (Monday) and Paper (Friday)

Week 16: December 3 - 7 (Finals Week)

Readings: None

Assignments: None

### **Important UCF Dates for Spring 2018**

August 23, 2018 - Last Day to Drop and Request Full Refund

August 23, 2018 - Drop/Swap Deadline

August 24, 2018 - Add Deadline

October 26, 2018 - Withdrawal Deadline

# History of Anthropological Thought

Anthropology 4034-0001

Fall 2018

Mondays, Wednesdays, Fridays, 8:30-9:20 AM

Business Administration CB1 O122

Dr. John H. Walker

[john.walker@ucf.edu](mailto:john.walker@ucf.edu)

409O Howard Phillips Hall



Office Hours: Mondays and Wednesdays, 9:30 AM-11:30 AM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

## *Course Description*

Anthropologists have an unusual perspective on foundational questions because they study people in different cultural, historical, and environmental contexts. For more than 100 years, anthropologists have examined and debated issues of culture, race, gender, class, ethnicity, individual, agency, structure and society. We will explore these topics as we read original documents, discuss and debate different understandings of these issues. There will be some lecture in each class session to provide background information, and we will also analyze and debate these positions in small group discussions.

## *Course Goals*

- To understand relationships between scholars, ideas and people in anthropology.
- To examine these anthropological conversations in historical and social context.
- To relate academic thinking to “real-world” issues.
- To practice using the act of writing to develop and communicate ideas.

## *Required Textbooks*

[AT] Anthropological Theory: An Introductory History, 6<sup>th</sup> edition. R. Jon McGee and Richard L. Warms. McGraw-Hill, 2004. ISBN: 978-1-4422-5702-3 (pbk)

[VC] Visions of Culture: An Introduction to Anthropological Theories and Theorists, 4<sup>th</sup> edition. Jerry D. Moore. Altamira, 2012. ISBN: 978-0-7591-2218-5

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).



## Grading

The requirements for this course are weighted as follows:

|                     |     |
|---------------------|-----|
| Class participation | 10% |
| Weekly papers       | 50% |
| Midterm exam        | 20% |
| Final exam          | 20% |

Class participation—This class meets three times a week, and we will read, discuss and debate many different ideas. This format depends on everyone's participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- 1) Read the weekly assignment, starting with the original essays in the McGee and Warms book [AT]. Then read the chapters in the Moore book [VC]
- 2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [AT], and the chapters in the Moore textbook [VC], to help generate ideas.
- 3) Write an argumentative paper that responds to a specific aspect of the original essay, in **no more than 500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the word count at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1" margins all around. Use page numbers, and make the final product look neat and clear.
- 4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- 5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time (8:30 AM), **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- 6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.
- 7) There are 14 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- 8) The reports will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). Exams consist of some objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

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

### *Anthropology Websites*

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association ([www.aaanet.org](http://www.aaanet.org))

UCF Library ([library.ucf.edu](http://library.ucf.edu))

see especially the Anthropology Plus database and online journals

Google Earth ([earth.google.com](http://earth.google.com))

Anthro{dendum} (<https://anthrodendum.org/>)

Sapiens (<https://www.sapiens.org/>)

HAU (<https://www.haujournal.org/index.html>)

### *Strategies for studying*

There will be a lot of times throughout the semester when we will be working together, either through discussion or by working in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- 1) Prepare for each class by doing all of the readings in advance.
- 2) Come to **every** class.
- 3) Practice taking notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.

- 4) Keep up with the reading assignments—the point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

#### *Writing Center*

Here at UCF there is 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.

#### *Classroom decorum*

In order for many humans to coexist at 8:30 AM in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or ring before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion. We might revisit this policy; let's talk on the first day of class, and reach a consensus.

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 your Golden Knights handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule at time for a make-up exam.

#### *Revisions and the syllabus*

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

|      | Date | Topic                              | AT reading                          | VC reading                                    | Assignment <b>due</b>                                   |                           |
|------|------|------------------------------------|-------------------------------------|-----------------------------------------------|---------------------------------------------------------|---------------------------|
| Aug. | 20   | m                                  | Introductions                       |                                               |                                                         |                           |
|      | 22   | w                                  | History and Theory                  |                                               |                                                         |                           |
|      | 24   | f                                  |                                     |                                               |                                                         |                           |
|      | 27   | m                                  | Evolution                           | 1-4 (Spencer, Tylor, Morgan, Marx + Engels)   | 1, 2 (Tylor, Morgan)                                    | Paper 1<br>Evolution      |
|      | 29   | w                                  |                                     |                                               |                                                         |                           |
|      | 31   | f                                  |                                     |                                               |                                                         |                           |
| Sep. | 3    | m                                  | <i>Labor Day</i>                    |                                               | <i>No class</i>                                         |                           |
|      | 5    | w                                  | Sociology                           | 5-7 (Durkheim, Mauss, Weber)                  | 4, 9 (Durkheim, Mauss)                                  | Paper 2<br>Sociology      |
|      | 7    | f                                  |                                     |                                               |                                                         |                           |
|      | 10   | m                                  |                                     |                                               |                                                         |                           |
|      | 12   | w                                  | Four Fields                         | 8-12 (Boas, Kroeber, Benedict, Mead, Whorf)   | 3, 5, 7 (Boas, Kroeber, Sapir)<br>6, 8 (Benedict, Mead) | Paper 3<br>Four Fields    |
|      | 14   | f                                  |                                     |                                               |                                                         |                           |
|      | 17   | m                                  |                                     |                                               |                                                         |                           |
|      | 19   | w                                  | Functionalism                       | 13-15 (Malinowski, Radcliffe-Brown, Gluckman) | 10-12 (Malinowski, Radcliffe-Brown, Evans-Pritchard)    | Paper 4<br>Functionalism  |
|      | 21   | f                                  |                                     |                                               |                                                         |                           |
|      | 24   | m                                  |                                     |                                               |                                                         |                           |
| 26   | w    | Neoevolution                       | 16-18 (White, Steward, Fried)       | 13, 14 (White, Steward)                       | Paper 5<br>Neoevolution                                 |                           |
| 28   | f    |                                    |                                     |                                               |                                                         |                           |
| Oct. | 1    | m                                  |                                     |                                               |                                                         |                           |
|      | 3    | w                                  | Neomaterialism                      | 19, 20 (Harris, Wolf)                         | 15, 24 (Harris, Wolf)                                   | Paper 6<br>Neomaterialism |
|      | 5    | f                                  |                                     |                                               |                                                         |                           |
|      | 8    | m                                  |                                     |                                               |                                                         |                           |
| 10   | w    | Structure, Language, and Cognition | 21-23 (Lévi-Strauss, Conklin, Hunn) | 17 (Lévi-Strauss)                             | Paper 7<br>Structure                                    |                           |

|      |    |   |                              |                                                  |                                 |                                          |
|------|----|---|------------------------------|--------------------------------------------------|---------------------------------|------------------------------------------|
|      | 12 | f | <u>Midterm exam</u>          |                                                  |                                 | <u>Midterm</u>                           |
|      | 15 | m |                              |                                                  |                                 |                                          |
|      | 17 | w | Sociobiology                 | 24, 25 (Wilson, Bird et al)                      | 22 (Ornter)                     | Paper 8<br>Sociobiology                  |
|      | 19 | f |                              |                                                  |                                 |                                          |
|      | 22 | m |                              |                                                  |                                 |                                          |
|      | 24 | w | Feminist Anthropology        | 26, 27 (Slocum, Leacock)                         | 16 (Leacock)                    | Paper 9<br>Feminist Anthropology         |
|      | 26 | f |                              |                                                  |                                 |                                          |
|      | 29 | m |                              |                                                  |                                 |                                          |
|      | 31 | w | Symbolism and Interpretation | 28-30 (Douglas, Turner, Geertz)                  | 18-20 (Turner, Geertz, Douglas) | Paper 10<br>Symbolism and Interpretation |
| Nov. | 2  | f |                              |                                                  |                                 |                                          |
|      | 5  | m | Postmodernism                | 31-34 (Bourdieu, Foucault, Rosaldo, Hanson)      | 21, 23 (Fernandez, Bourdieu)    | Paper 11<br>Postmodernism                |
|      | 7  | w |                              |                                                  |                                 |                                          |
|      | 9  | f |                              |                                                  |                                 |                                          |
|      | 12 | m | <i>Veteran's Day</i>         |                                                  |                                 | No class                                 |
|      | 14 | w | Gender                       | 35-37 (Abu-Lughod, Valentine, Wardlow)           |                                 | Paper 12 Gender                          |
|      | 16 | f |                              |                                                  |                                 |                                          |
|      | 19 | m |                              |                                                  |                                 |                                          |
|      | 21 | w | Globalization                | 38-40 (Appadurai, Bestor, Friedman and Friedman) |                                 | Paper 13<br>Globalization                |
|      | 23 | f | <i>Thanksgiving Break</i>    |                                                  |                                 | No class                                 |
|      | 26 | m |                              |                                                  |                                 |                                          |
|      | 28 | w | Agency and Structure         | 41-43 (Bourgois, Ortner, Gomburg-Muñoz)          |                                 | Paper 14 Agency and Structure            |
| Dec. | 30 | f |                              |                                                  |                                 |                                          |
|      | 5  | w | <u>Final Exam</u>            |                                                  |                                 | <u>7:00-9:50 AM</u>                      |



### **Course Information**

Saving the Plundered Past: Ethics and Controversy in Contemporary Archaeology

Course ID & Section: ANT 4105-0M01

Credit Hours: 3

Semester/Year: F2018

Location: BA2 0207

Time: 10:30-11:45am

### **Course Description**

This course introduces students to the social, economic and political contexts surrounding contemporary archaeological research and interpretation, with an emphasis on ethics, heritage management, and law.

### **Instructor Contact**

Instructor: Dr. Michael Callaghan

Office: HPH 409L

Office Hours: T, TH 9-10:30

Phone: 407-823-4964

E-mail: michael.callaghan@ucf.edu

### **Course Objectives**

- Students will be able to identify the social, political, and economic forces that influence contemporary archaeology
- Students will be able to explain how archaeological knowledge about the past is used by interest groups to interpret and legitimate social, economic, and political conditions in the present
- Students will be able to list ethical standards and laws governing contemporary archaeological investigation and the management of cultural resources
- Students will write papers and create presentations using standards within the discipline of archaeology

### **Required Texts**

Scarre, Chris, and Geoffrey Scarre. 2006. *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, Cambridge University Press, Cambridge.

Zimmerman, L.J., K. D. Vitelli, and J. Hollowell-Zimmer. 2003. *Ethical Issues in Archaeology*. Altamira Press in Cooperation with the Society for American Archaeology, Walnut Creek, California.

### **Supplemental Texts**

Supplemental readings will be available within webcourses

## **Course Requirements**

### Readings and Class Preparation:

Up to three readings will be assigned for each class session for a total of about six readings per week to include articles, book chapters, and on-line references. All required readings must be completed prior to the class period.

### Participation (5% of grade):

In-class lectures will be minimal. Instead, I will provide readings and ask you to formulate questions for in class discussion. Class time will be spent exploring your questions and comments. Full participation is required to uphold your participation grade each class session. Full participation is evaluated based upon attendance, the completion of readings, attentiveness in class, and engaged discussion and/or debate.

### Weekly Assignments (10% of grade):

Each week during the online mode of the course I will ask you to complete some kind of assignment for that day. The assignment will be related to the reading/film assigned for that day and could be taking part in a discussion, a writing a personal reflection, writing an academic critique, performing internet research, or making a visit to a nearby/campus location and doing some quick research. All assignments will be due by 11:59pm Monday night via webcourses assignments.

### Article Critiques (10% of grade):

Beginning the second week of the course, specific students will be required to submit a 2-3 page response paper with discussion questions based on a specific reading assigned for that week. Response papers are designed to help you critically engage the assigned material, prepare you and your colleagues for in-class discussion, and help you develop written communication skills in preparation for the longer research paper.

It may be helpful to structure the response papers in the following manner. First, restate the thesis of the author(s), then paraphrase the main arguments of the reading using specific examples from the text, finally critique the theoretical and methodological approaches that the author(s) use to interpret data, argue an opinion, critique other theories and methodologies, etc.

As part of the response paper you will need to prepare at least three discussion questions based on the readings you chose. Article critiques with discussion questions are due Monday night by 11:59pm via webcourses assignments.

### Field Response Papers (3 at 10% each for a total of 30%):

We will take three field trips to different museums/events during the course of the semester in an effort to study how archaeological evidence is incorporated into historical narratives. As part of these field trips, you will be required to write three short papers (2-3 pages) focusing on different aspects of the experiences. I will provide more details later in the semester. Total cost for field trips will range between \$12 and \$42 depending



on rates. While this is an extra charge, it's roughly the cost of one inexpensive text for class, and right now there are only two required texts.

Course Project: Research Paper and Presentation (45% of grade):

The final project for this class consists of five components: 1) a paper topic, 2) research paper draft, 3) a critique of another student's draft, 4) a final paper draft, and 5) a short presentation.

Paper Topic (no grade, required):

The research paper is an in-depth, critical review of one of the issues listed in the last part of this syllabus. Other topics are possible, with consultation from me. You will be required to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis about the topic.

Paper Draft (10% of grade):

The paper must be a minimum of 10 pages in length, double-spaced, 12 pt. font, one-inch margins, with at least 10 citations and references cited. The final list of references must be approved by me prior to commencement of writing. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit a draft of your paper prior to the final due date. The draft will be read by me and someone else in the class. Your colleague and I will provide feedback that you must integrate/address in your final draft. Drafts will be work-shopped in class at the end of the semester. This process is designed to introduce you to writing in the discipline of archaeology and to help you gain experience with drafting, critiquing, revising, and editing written work.

Paper Critique (5% of grade):

You will be assigned one other student's paper draft to read and critique. You will be required to write a 1-2 page critique of your colleague's paper addressing the following topics: presence/strength of thesis, logic and argumentation, use of evidence to support assertions, structure, and style. I will provide you with further guidance as the due date approaches.

Presentation (15% of grade):

The subject of the paper will be presented to the class in the form of an SAA style presentation worth 20% of the final grade. The presentation should be 10-13 minutes in length. All presenters must use presentation software (i.e., Powerpoint or Prezi). I will provide instructions for creating your presentation later in the course.

Final Paper Draft (15% of grade):

The final paper will be a revised and edited version of the paper draft that has been critiqued and work-shopped by your colleagues and me. The final paper must address and/or integrate comments from your colleagues and me. This paper represents the culmination of your academic writing experience in this class.

### Missed Assignments/Make-Ups/Extra Credit

Readings and assignments are due on the day they are listed on the syllabus. Because this is a seminar style discussion based course, it is critical that everyone has her/his assignments ready the day they are due. Outside of documented extreme extenuating circumstances (i.e., family emergency and severe illness) assignments cannot be made-up. I do not anticipate offering any extra credit in this course.

### Evaluation and Grading

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

| Assessment              | Percent | Total Points |
|-------------------------|---------|--------------|
| Participation           | 5       | 25           |
| Weekly Assignments (10) | 10      | 50           |
| Article Critique        | 10      | 50           |
| Field Response (3)      | 30      | 150          |
| Paper Topic             | 0       | 0            |
| Paper Draft             | 10      | 50           |
| Paper Critique          | 5       | 25           |
| Paper Final             | 15      | 75           |
| Paper Presentation      | 15      | 75           |
| TOTAL                   | 100     | 500          |

### Attendance Policy

Attendance is mandatory and will be calculated as part of your participation grade.

### Academic Honesty

Plagiarism and 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" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course 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. 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.

### **Accessibility Statement**

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 accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **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.

### Reading and Assignment Schedule

| Week | Date   | Mode   | Topic                  | Readings                                                                                                 | Assignment                                                 | Due Date |
|------|--------|--------|------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|
| 1    | 21-Aug | F2F    | Introduction           |                                                                                                          | <a href="#">Student Questionnaire</a>                      | 24-Aug   |
|      | 23-Aug | Online | Archaeological Ethics  | <a href="#">Sabloff (2008)</a> , <a href="#">Wylie (2003)</a> , <a href="#">Lynott (2003)</a>            | <a href="#">Assignment 1</a>                               | 27-Aug   |
| 2    | 28-Aug | F2F    | Significance and Value | <a href="#">Noble (2001)</a> , <a href="#">Coningham et al. (2006)</a> , <a href="#">Codes of Ethics</a> |                                                            |          |
|      | 30-Aug | Online | Cultural Resource Law  | <a href="#">NPS Archaeology Program</a> , <a href="#">Cushman and Howe, 2012</a>                         | <a href="#">Assignment 2</a>                               | 3-Sep    |
| 3    | 4-Sep  | F2F    | Stewardship            | Young (2006), <a href="#">Wylie (2005)</a>                                                               |                                                            |          |
|      | 6-Sep  | Online | Kennewick Man          | <a href="#">Bruning (2006)</a> , Film "Who Owns the Past?"                                               | <a href="#">Assignment 3</a>                               | 5-Sep    |
| 4    | 11-Sep | F2F    | Library Tutorial       |                                                                                                          |                                                            |          |
|      | 13-Sep | Online | Shipwreck Archaeology  | Bass (2003), <a href="#">NGS San Jose (2015)</a> , <a href="#">NYTimes Titanic (2012)</a>                | <a href="#">Assignment 4</a> , <a href="#">Paper Topic</a> | 17-Sep   |
| 5    | 18-Sep | F2F    | Looting and Collectors | Labell (2003), Hollowell (2006)                                                                          |                                                            |          |

|   |        |        |                                      |                                                                                                                                                                                            |                                  |        |
|---|--------|--------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------|
|   | 20-Sep | Online | Tourism                              | <a href="#">Diaz-Andreu (2013)</a> , <a href="#">Ardren (2004)</a>                                                                                                                         | <a href="#">Assignment 5</a>     | 24-Sep |
| 6 | 25-Sep | F2F    | Field Trip - Regional History Museum |                                                                                                                                                                                            |                                  |        |
|   | 27-Sep | Online | U.S. Historical Archaeology          | <a href="#">Gable and Handler (1996)</a> , <a href="#">Leone et al. (1987)</a> , <a href="#">McBride and McBride (2010)</a>                                                                | <a href="#">Field Response 1</a> | 1-Oct  |
| 7 | 2-Oct  | F2F    | Intgerating Indigenous Perspectives  | Watkins (2003), Singleton and Orser (2003)                                                                                                                                                 |                                  |        |
|   | 4-Oct  | Online | Cultural Terrorism                   | <a href="#">Auwera (2012)</a>                                                                                                                                                              | <a href="#">Assignment 6</a>     | 8-Oct  |
| 8 | 9-Oct  | F2F    | Embedded Archaeology                 | <a href="#">Jordan (2012)</a> , <a href="#">Emberling (2008)</a> , <a href="#">Spirydowicz (2010)</a>                                                                                      |                                  |        |
|   | 11-Oct | Online | Holocaust Archaeology                | <a href="#">Shermer 2002 (ch 13)</a> , <a href="#">Shermer 2002 (ch 14)</a> , <a href="#">Sturdy-Colls (nd)</a> , <a href="#">Sturdy-Colls (2012)Film "The Treblinka Archaeology Hoax"</a> | <a href="#">Assignment 7</a>     | 15-Oct |

|    |        |        |                                          |                                                                                                                                                                                                                                           |                              |        |
|----|--------|--------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------|
| 9  | 16-Oct | F2F    | Holocaust Deniers and Pseudo-Archaeology | <a href="#">Arnold (2006)</a> , <a href="#">Arnold 2002</a> , <a href="#">Diaz-Andreu and Ramirez Sanchez 2004</a>                                                                                                                        |                              |        |
|    | 18-Oct | Online | Disaster Archaeology                     | <a href="#">Gould (2007)</a> , <a href="#">Gould, 2007 (ch 2)</a> , <a href="#">NYT (2011)</a> , <a href="#">Meskell (2002)</a> , <a href="#">Kerrigan (2011)</a> , <a href="https://www.911memorial.org">https://www.911memorial.org</a> | <a href="#">Assignment 8</a> | 22-Oct |
| 10 | 23-Oct | F2F    | Forensic Archaeology and War Crimes      | <a href="#">Steele (2008)</a> , <a href="#">Flavel and Barker (2009)</a> , <a href="#">Congram and Sterenberg (2009)</a>                                                                                                                  |                              |        |
|    | 25-Oct | Online | Branding Archaeology                     | Fagan and Rose (2003); <a href="#">Parker (2016)</a>                                                                                                                                                                                      | <a href="#">Assignment 9</a> | 29-Oct |
| 11 | 30-Oct | F2F    | NO CLASS - Ghost Tour                    | <a href="#">Beisaw (2016)</a>                                                                                                                                                                                                             |                              |        |
|    | 1-Nov  | Online | NO READINGS - GHOST ASSIGNMENT           |                                                                                                                                                                                                                                           | Field Response 2             | 5-Nov  |
| 12 | 6-Nov  | F2F    | Archaeology and Education                | TBA                                                                                                                                                                                                                                       |                              |        |

|    |        |        |                         |     |                                               |        |
|----|--------|--------|-------------------------|-----|-----------------------------------------------|--------|
|    | 8-Nov  | Online | Interactive Archaeology | TBA | Assignment 10                                 | 12-Nov |
| 13 | 13-Nov | F2F    | Field Trip - OMA        |     |                                               |        |
|    | 15-Nov | Online | Work on Draft           |     | <a href="#">Field Response 3, Paper Draft</a> | 19-Nov |
| 14 | 20-Nov | F2F    | Presentations           |     |                                               |        |
|    | 22-Nov | Online | Work on Critique        |     | <a href="#">Paper Critique</a>                | 26-Nov |
| 15 | 27-Nov | F2F    | Presentations           |     |                                               |        |
|    |        | Online | Work on Final           |     | <a href="#">Final Paper</a>                   | 30-Nov |



# Medical Anthropology

ANT 4462 (0M01) • Fall 2018

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

## Course Information

|                |                                                                              |
|----------------|------------------------------------------------------------------------------|
| Course Name:   | Medical Anthropology                                                         |
| Course ID:     | ANT 4462 (0M01)                                                              |
| Credit Hours:  | 3.0 hours                                                                    |
| Semester/year: | Fall 2018                                                                    |
| Location/time: | CB1-122 on Tuesdays 10:30-11:45 AM /<br>Online instruction via WebCourse@UCF |
| Course GTA:    | Jane Holmstrom                                                               |
| GTA hours:     | Thursday 10:00-11:00 AM online via Chat<br>(or by scheduled appointment)     |
| GTA contact:   | via WebCourses Inbox messaging                                               |

## Professor Contact

|               |                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor:   | Dr. Lana Williams                                                                                                                            |
| Main office:  | Phillips Hall 309F                                                                                                                           |
| Office hours: | Wednesday 1:30-3:30 PM via online Chat or Conference<br>Wednesday 1:30-3:30 PM in person on UCF Main Campus<br>(or by scheduled appointment) |
| Phone:        | 407-823-2227                                                                                                                                 |
| E-mail:       | lana.williams@ucf.edu                                                                                                                        |

## University Catalog Description

Central concepts and methods in comparative contextualization of health, healing systems, suffering, distribution of risk, and use of medical technologies from physiological and biocultural perspectives. **Prerequisite:** Sophomore standing or CI.

This course is a requirement for Medical Anthropology minors, and it satisfies a restricted elective requirement for Anthropology majors. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

## What is this course about?

Medical anthropology is a diverse field that asks several types of questions. How is medicine practiced in the context of culture? Why do different groups of people suffer from different diseases, and what are the evolutionary, ecological, historical, and social causes? What do patterns of, and beliefs about, health tell us about the human condition? And how does this information contribute to the health professions and health research?

In this course, you will be introduced to the comparative study of health, illness and suffering, healing practices, and medical systems using a biocultural approach. Our primary focus will be on the ways in which people perceive and interpret health and illness. We will consider anthropological contributions to public health issues, especially how the actions of seeking and delivering care are inextricably bound up with cultural norms, beliefs and values, as well as social structure, political and economic systems, and environmental conditions.



## What skills will I develop in this course?

Through your study in this course, you will learn to:

- Explain medical anthropology's holistic and biocultural approach to health and how health is related to social history, culture, environment, and evolution.
- Distinguish among disease, illness, and sickness and relate these to epidemiological concepts cross-culturally.
- Evaluate differing medical models and factors influencing growth and development, aging, nutrition, disease, fertility, mental health, and life extension.
- Elaborate on roles of healers and healing systems as cultural traditions and clinical encounters.
- Generate and defend informed opinions concerning current and future medical systems and treatments in relation to shifting social, cultural, economic and ecological influences.

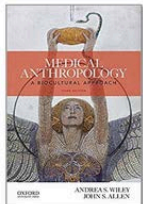
While emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and mass media statements about models of treatment and causal factors of explanation in human health systems, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Comprehend how you may be perceived and how you perceive others from individual and group perspectives.
- Critically reflect on learning and recognize progress and pathways for further development.

## 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, quizzes and exams. Any additional required readings (outside of these texts) will be provided in your online course materials.

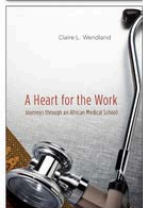
**NOTE:** The UCF Bookstore does not keep textbooks in stock through the entire term - it is highly recommended that you purchase all of your textbooks as soon as possible.



### **Medical Anthropology**

Authors: A. Wiley and J. Allen  
Edition: 3rd edition  
Year: 2016  
Publisher: Oxford University Press  
ISBN: 9780190464493

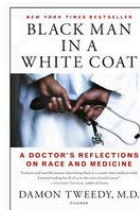
Available for purchase or rental in paperback format



### **A Heart for the Work: Journeys through an African Medical School**

Author: C. Wendland  
Edition: 1st edition  
Year: 2010  
Publisher: University of Chicago Press  
ISBN: 9780226893273

Available for purchase or rental in paperback and eBook formats



### **Black Man in a White Coat: A Doctor's Reflection on Race and Medicine**

Author: Damon Tweedy, M.D.  
Edition: 1st or reprint edition  
Year: 2016  
Publisher: Picador  
ISBN: 9781250105042

Available for purchase or rental in paperback and eBook formats



### **Fields of Combat: Understanding PTSD Among Veterans of Iraq and Afghanistan**

Author: Erin Finley  
Edition: 1st edition  
Year: 2012  
Publisher: ILR Press  
ISBN: 9780801478406

Available for purchase and rental in paperback and eBook formats

## What is a mixed-mode course?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. This format is not for everyone; some people may have difficulty learning in a course that does not fully meet face-to-face. To be successful in this type of learning environment, you will need to plan your time well and maintain self-paced discipline throughout the term. [Knight's Online](#) has excellent resources to assist you with being successful in an online learning environment.

Medical anthropology is based on concepts and methods from biological and cultural anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different

environment, you will need to plan your time well and maintain self-paced discipline throughout the term. [Knight's Online](#) has excellent resources to assist you with being successful in an online learning environment.

Medical anthropology is based on concepts and methods from biological and cultural anthropology – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Fall 2018 term, you should expect to spend around **three hours of class time each week listening to lectures, taking notes, viewing and listening to online media, and participating in class activities.** You should also plan on setting aside at least **three hours each week to complete your assigned reading and required assignments.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course.

Please do not be tempted to skip a class meeting or a seemingly small two or three days of online learning materials and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Wednesdays from 1:30-3:30pm EST.** If you are on UCF's Main Campus, you can also visit my **office in Howard Phillips Hall 309F on Wednesdays from 1:30-3:30pm EST.** If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences or Chat appointment or UCF Main Campus appointment if needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## *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 discussion activity to start the course;
- review learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 10 of 12 quizzes (two lowest scores are dropped);
- participate in 7 of the 9 online Point-of-View discussions (two lowest scores are dropped);
- prepare for and participate in 3 in-class ethnography discussions;
- submit 3 online written exams.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that learning module. The modules contain your lectures, assignments, quizzes, links to information websites, and additional learning and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. 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 a quiz, discussion or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor. Please note the due dates carefully. A missed quiz, discussion or exam will not be accepted unless there is a valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your 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: What's Your Interest?](#) 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 financial aid and access to MODULE 1 learning materials.

## 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 |
|-------------------------------------------|-----------------|---------------|
| POV Discussions (7) and Required Activity | 80              | 25%           |
| Quizzes (10)                              | 100             | 15%           |
| Ethnography Discussions (3)               | 120             | 20%           |
| Exams (3)                                 | 300             | 40%           |
| <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 discussion activity to initiate your class participation. In the activity, you will become familiar with course topics, and you will have an opportunity to meet other students, share your interests, and maybe start a study group.
- **POV Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts in Medical Anthropology. You are required to submit at least 7 of the 9 Point-of-View discussions located in the learning modules. WebCourses will automatically drop the two lowest scores from this set of grades.
- **Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice, true-false and fill-in questions, and you are required to submit at least 10 of the 12 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from this set of grades.
- **Ethnography Discussions:** These longer discussions are structured around your assigned ethnography reading. You will be given a set of discussion questions beforehand to think about and reflect upon before arriving in class on the day the discussion is held. In this way, you are prepared to contribute meaningfully. Your attendance and participation in scheduled in-class discussion is also part of this grade.
- **Exams:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in lectures, class discussion, media and readings throughout the term. Exams will include a mix of multiple choice, true-false, fill-in and short answer questions

Many students take advantage of the dropped grades in quizzes and discussions at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and discussion assignments you have submitted** using the 'Grades' button in the menu on the left.

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%   |              |             |

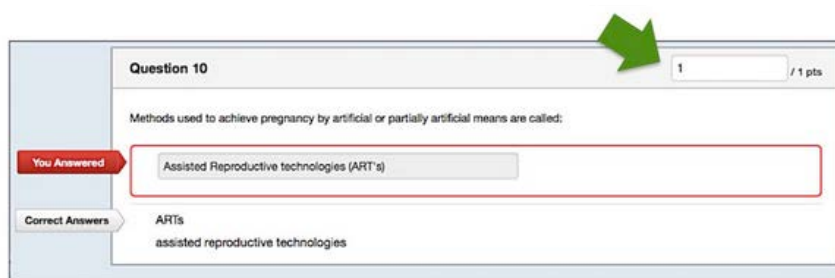
Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete 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.

## How do I view my grades?

You can access your grades for quizzes, discussion assignments and exams 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, quiz and discussion grades will be available within three-to-five days after the final due date. For other written work and exams, grades will be available within seven-to-ten days after the final 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**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct.** If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



Correct answers for each quiz and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

## What if I miss a quiz, discussion, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and discussion assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment and exam due dates.

- 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 a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- 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 an exam**, 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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

## 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.
- **Tutoring and 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](#), so you can avoid undesirable academic outcomes.

## How is respect for diversity maintained?

This course 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 online and in-class 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, and your GTA, will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect us 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., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per

week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **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, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. 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 (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we 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 or GTA 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 class notes and other 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 do I do if there is a campus emergency?

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 emergency, dial 911 for assistance.
- Access the [UCF Emergency Guide](#) for specific information and actions.















To learn more about UCF campus safety and emergency preparedness, please review the information and video located in [THE BASICS: What Do I Need to Know ...?](#) section of the COURSE INTRO module.





























## What is the course lecture 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 |  POINT-OF-VIEW 1: Studying Health         | due by 11:59pm |
|                  |  REQUIRED ACTIVITY: What's Your Interest? | due by 11:59pm |
|                  |  YOUR STUDENT LOUNGE                      | to do: 11:59pm |
| Mon Aug 27, 2018 |  POV 1: Group Response                    | due by 11:59pm |
|                  |  QUIZ 1: Biocultural Perspectives         | due by 11:59pm |
|                  |  REQUIRED ACTIVITY: Discussion Response   | due by 11:59pm |
| Fri Aug 31, 2018 |  POINT-OF-VIEW 2: Your Three Bodies       | due by 11:59pm |
| Tue Sep 4, 2018  |  POV 2: Group Response                    | due by 11:59pm |
|                  |  QUIZ 2: Health and Bodies                | due by 11:59pm |
| Thu Sep 6, 2018  |  POINT-OF-VIEW 3: Medical Plurality       | due by 11:59pm |
| Mon Sep 10, 2018 |  ETHNOGRAPHY 1: Discussion Preparation    | due by 11:59pm |
|                  |  POV 3: Group Response                    | due by 11:59pm |
|                  |  QUIZ 3: Healing Identity                 | due by 11:59pm |
| Tue Sep 11, 2018 |  ETHNOGRAPHY 1: Class Participation       | due by 11:45am |

|                  |                                                                                                                             |                |
|------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Sep 24, 2018 |  EXAM 1                                    | due by 11:59pm |
|                  |  QUIZ 4: Diet and Nutrition                | due by 11:59pm |
| Mon Oct 1, 2018  |  QUIZ 5: Growth and Development            | due by 11:59pm |
| Thu Oct 4, 2018  |  POINT-OF-VIEW 4: Public Health            | due by 11:59pm |
| Mon Oct 8, 2018  |  POV 4: Group Response                     | due by 11:59pm |
|                  |  QUIZ 6: Pathogens and Hosts               | due by 11:59pm |
| Thu Oct 11, 2018 |  POINT-OF-VIEW 5: Poverty and Health       | due by 11:59pm |
| Mon Oct 15, 2018 |  POV 5: Group Response                     | due by 11:59pm |
|                  |  QUIZ 7: Globalization and Poverty         | due by 11:59pm |
| Thu Oct 18, 2018 |  POINT-OF-VIEW 6: The Clinical Experience  | due by 11:59pm |
| Mon Oct 22, 2018 |  ETHNOGRAPHY 2: Discussion Preparation     | due by 11:59pm |
|                  |  POV 6: Group Response                     | due by 11:59pm |
|                  |  QUIZ 8: Health Disparities                | due by 11:59pm |
| Tue Oct 23, 2018 |  ETHNOGRAPHY 2: Class Participation        | due by 11:45am |
| Mon Oct 29, 2018 |  EXAM 2                                   | due by 11:59pm |
| Thu Nov 1, 2018  |  POINT-OF-VIEW 7: Business of Birth      | due by 11:59pm |
| Mon Nov 5, 2018  |  POV 7: Group Response                   | due by 11:59pm |
|                  |  QUIZ 9: Reproductive Health             | due by 11:59pm |
| Thu Nov 8, 2018  |  POINT-OF-VIEW 8: Eat, Fast, Live Longer | due by 11:59pm |
| Mon Nov 12, 2018 |  QUIZ 10: Aging Bodies                   | due by 11:59pm |
| Tue Nov 13, 2018 |  POV 8: Group Response                   | due by 11:59pm |
| Mon Nov 19, 2018 |  ETHNOGRAPHY 3: Discussion Preparation   | due by 11:49pm |
|                  |  QUIZ 11: Mental Health                  | due by 11:59pm |
| Tue Nov 20, 2018 |  ETHNOGRAPHY 3: Class Participation      | due by 11:45am |
| Wed Nov 28, 2018 |  POINT-OF-VIEW 9: Risking Parts of Us    | due by 11:59pm |
| Sat Dec 1, 2018  |  POV 9: Group Response                   | due by 11:59pm |
|                  |  QUIZ 12: Medical Marketplace            | due by 11:59pm |
| Fri Dec 7, 2018  |  EXAM 3                                  | due by 11:59pm |



Welcome to:

# Global Health in Anthropological Perspective

**ANT 4480M - Fall 2018**



Mondays & Wednesdays: 2:30 – 3:20 pm,  
& Online Component: to be completed between Thur. and Sun. (unless stated  
otherwise)

Location: BA2-207

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**Professor: Joanna Mishtal, Ph.D.**

**Associate Professor of Cultural & Medical Anthropology**

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- <https://sciences.ucf.edu/anthropology/people/mishtal-joanna/>

**Office Hours:** Mon & Wed, 3:30 - 4:30 pm & by appointment, Howard Phillips Hall 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) **Phone:** (407) 823-3797

**Graduate Teaching Assistant: Lea Harvey, MA Student**

**Office Hrs:** Tue & Thur 2-3 pm, Wed 12 – 2:30 pm, & by appointment, Howard Phillips Hall 309

**E-mail:** [lmharvey@knights.ucf.edu](mailto:lmharvey@knights.ucf.edu)

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## Course Description:

*“Global health concerns require more than medical intervention.” In addition to medicine and research, “to make a difference to the lives of the 2 billion poorest people in next decade, [t]he skills in demand are management, cultural understanding and an anthropological viewpoint.”*  
-- “The Global Challenge,” *Nature* 447:348-349 (2007)

This course explores global health issues from an anthropological and cross-cultural perspective with a focus on the relationship between local experiences of health, global health governance, and the question of health as a justice issue. Therefore, the course examines how diverse experiences of suffering and illness are situated in multiple moral and political economies. Specifically, it considers the intended and unintended effects of global forces and phenomena including globalization, medical travel, the politics of humanitarian aid, global issues in reproduction and sexuality, water security, globalization of fast food, as well as racial, ethnic, gender, and class politics and stratification related to health. Some of the global health problems we’ll consider are emergent “superbugs” and other infectious diseases, type 2 diabetes, mental health, refugee and migrant health, and malnutrition. This course also examines health interventions as well as contributions of anthropological insights in these settings, focusing especially on case studies from Latin America, Africa, and the US.

→ **Credit:** This class counts toward these programs and requirements:

*Global Health Certificate* ([http://catalog.ucf.edu/content/documents/programs/Anthropology\\_of\\_Global\\_Health\\_Certificate.pdf](http://catalog.ucf.edu/content/documents/programs/Anthropology_of_Global_Health_Certificate.pdf))

*Medical Anthropology Minor* ([http://catalog.ucf.edu/content/documents/programs/Medical\\_Anthropology\\_Minor.pdf](http://catalog.ucf.edu/content/documents/programs/Medical_Anthropology_Minor.pdf))

*Diversity GEP Credit*

## Learning Outcomes:

Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions

- diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
- global health governance in the cultural, historical, and political-economic contexts
- the application of cultural concepts to contemporary global health dilemmas

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**Course Materials (required):**

**1. Book:**

Peter Piot. (2013) *No Time To Lose: A Life in Pursuit of Deadly Viruses*. New York: Norton Press.

Access: in addition to UCF bookstore, this book is available used on Amazon for about \$5

**2. Articles (provided):**

Several articles are also required and will be available to students electronically our Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester.

To access Canvas: log into [webcourses2c@instructure.com](http://webcourses2c@instructure.com), then go to Courses, then select our class.

Technical support for Canvas: call Tech Rangers, 407-823-3808. <https://techrangers.cdl.ucf.edu/>

**3. Films (provided):**

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Titles of films will be provided in class or in the syllabus. During films, students cannot use computers because of the glare.

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**Expectations:**

I hope that you will want to attend this class and that you will be eager to participate in discussions. If it is particularly difficult for you to speak up in class I invite you to my office hours to discuss any of the topics in a smaller, less intimidating setting.

Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do very well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. Any inappropriate behavior will be reflected in the final grade and may be reported to student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

If you have to miss a class please ask to borrow a fellow student's notes because lectures will not always cover the same material as the reading for that day. Make-ups of assessments or assignments will not be permitted unless it is for university-sponsored events, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class for only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Integrity: I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. The *Turnitin*

plagiarism checker will be used. In the case of cheating or plagiarism there will be a zero given for the course. Students are required to follow the Rules of Conduct found within the Golden Rule, UCF's Student Handbook ([www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu)). 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 ([www.goldenrule.sdes.ucf.edu/zgrade](http://www.goldenrule.sdes.ucf.edu/zgrade)).

Special Needs: UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (<http://sas.sdes.ucf.edu/>) and bring a letter of accommodation request during the first week of class. Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.

Campus Safety: Should an emergency arise in our class, we'll all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency dial 911. Emergency procedure guides are posted on classrooms' walls near the door ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).

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Examinations and Grading Policy:

My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here are the exams and assignments.

Descriptions of Exams, Quizzes, and Online Work:

1. Examination #1 (25 points)

The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Examination #2 (25 points)

The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3. 5 out of 6 Quizzes (25 points; 5 points each)

Six quizzes will be given for 5 points each, and 1 lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-10 minutes at the start of the class. There will be **no make-ups** for the quizzes because one score is dropped. The dropping of the lowest score is designed to help students in such situations as when the student happens to get sick, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4. Online Component – Research Paper (25 points)

Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Students are required to consider in their papers some of the aspects of health experiences we will discuss in class, including how health and wellbeing are experienced differently in different contexts and based on such lines of division as race, ethnicity, class, gender, sexual orientation, and so on. Students can write a comparative analysis or focus in-depth on one cultural and geopolitical context. Regardless of your topic choice, I hope these research papers will be fun for you! (**Note:** Due dates of paper sections are on Canvas & in schedule below.) The papers should be 2800-3000 words in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles that go together. In-depth analysis of fewer references is better than superficial review of many references! Online Assignments are designed as a step-by-step process to develop and write a great

research paper. Topic: choose any topic relevant to global health. I will give you a list of topic ideas which will help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshop I. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. Many journals cover global health, including: *Social Science & Medicine*, *Culture, Health & Sexuality*, *Medical Anthropology Quarterly*, *Human Organization*, *Medical Anthropology*, *American Anthropologist*, *Culture, Medicine & Psychiatry*, *American Ethnologist*, *Anthropology & Medicine*, *Qualitative Health Research*, *Body & Society*, *Global Public Health Journal*, *American Journal of Public Health*, *International Perspectives on Sexual & Reproductive Health*.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me *beforehand*. Otherwise, assignments submitted late will be graded down, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test left the room, the test is "DEAD" and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:

1. Exam #1: 25 points
2. Exam #2: 25 points
3. Five quizzes: 25 points
4. Online Work – Final Research Paper: 25 points
7. Attendance, class participation, and computer/phone abuse will be used in borderline cases.

Total: 100 points (100%)

The Grade Scale for this course:

- 94 – 100 = A
- 90 – 93 = A-
- 87 – 89 = B+
- 84 – 86 = B
- 80 – 83 = B-
- 77 – 79 = C+
- 74 – 76 = C
- 70 – 73 = C-
- 67 – 69 = D+
- 64 – 66 = D
- 60 – 63 = D-
- 0 – 59 = F

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Weekly Schedule

WEEK 1: *Week's Topics: Syllabus and Overview of Class.*

Mon, 8/20: First class – introduction of the course and overview of the syllabus.

Wed, 8/22:

1st half of class: “International Health” vs. “Global Health”: What’s the difference?

2nd half of class: Research Paper Workshop I

[Please bring questions about your research papers to class.]

Read for Wed:

Brown, Theodore M., Marcos Cueto, and Elizabeth Fee. 2006. “The World Health Organization and the Transition from ‘International’ to ‘Global’ Public Health.” *American Journal of Public Health* 96(1): 62-72.

Browse relevant websites:

- World Health Organization
<http://www.who.int/>



- Society for Medical Anthropology <http://www.medanthro.net/about/about-medical-anthropology/>

Online Component:

→ Assignment Wk 1: Instructions on Canvas

(Become familiar with Canvas, and our course site. Make sure you can access articles.)

WEEK 2: *Week's Topics: Water Security, Health, and Rights*



Mon, 8/27: Mental health & water in Bolivia

Read for Mon:

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.

→ Quiz 1

Wed, 8/29: Water in/security

🎬 *Film screening/discussion:* “The Water of Ayole” 30 min, 1998

Read for Wed: None

Online Component:

→ Assignment Wk 2: Instructions on Canvas

(***Submit:** preliminary paper topic ideas. **DUE 9/2/18** by midnight)

WEEK 3: *Week's Topics: Environment, Disease, and Culture - Complex Interactions*

Mon, 9/3: No Class – Labor Day

Wed, 9/5: Environmental events and health impact

Read for Wed:

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015. Pp: 125-155

Online Component:

→ Assignment Wk 3: Instructions on Canvas (proceed with search for articles)

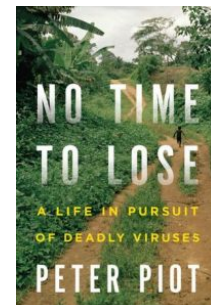
WEEK 4: *Week's Topics: Superbugs - Emerging & Reemergent Infectious Diseases.*

Mon, 9/10: Chasing viruses and the detective work of research

Read for Mon:

Book: *No Time to Lose* – Read pages ix - 41

→ Quiz 2



Wed, 9/12:

Read for Wed: Ebola

Book: *No Time to Lose* – Read pages 43-83

Online Component:

→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

WEEK 5: *Week's Topics:* Superbugs - Emerging & Reemergent Infectious Diseases, cont.

Mon, 9/17: Infection & sex

📺 Film screening/discussion about infectious diseases & epidemics

Read for Mon:

Book: *No Time to Lose* – Read pages 87 - 132

Wed, 9/19: HIV/AIDS

Read for Wed:

Book: *No Time to Lose* – Read pages 133-165

→ Quiz 3

Online Component:

→ Assignment Wk 5: Instructions on Canvas

(***Submit**: list of proposed articles; wait for approval/feedback – **DUE 9/23/18** by midnight)

WEEK 6: *Week's Topic:* Superbugs - Emerging & Reemergent Infectious Diseases, finish.

Mon, 9/24: An epidemic unfolds

Read for Mon:

Book: *No Time to Lose* – Read pages 166 - 189

Wed, 9/26: The politics of epidemics

Read for Wed:

Book: *No Time to Lose* – Read pages 335-376

(*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

Online Component:

→ Assignment Wk 6: Instructions on Canvas

(read and annotate)

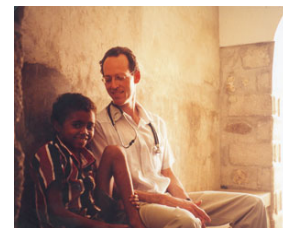
WEEK 7: *Week's Topic:* Newest Global Infections & Solutions

Mon, 10/1: Recent Ebola outbreaks

📺 Film screening/discussion: *In the Shadow of Ebola*, 25 min, 2014

Read for Mon:

“Diary – Ebola” by Paul Farmer. *London Review of Books*, Oct. 23, 2014. Pp. 1-9.



Wed, 10/3: Case Study: Zika
GUEST LECTURE: Deven Gray, Ph.D. Student,
University of South Florida - “Zika in Belize”

→ **Double attendance**



Online Component:

→ Assignment Wk 7: Instructions on Canvas

(***Submit:** annotated bibliography. **DUE 10/7/18** by midnight)

WEEK 8: Exam 1 Week

Mon, 10/8: Review for Exam #1

Wed, 10/10: EXAM #1

Online Component:

→ Assignment Wk 8: Instructions on Canvas

(***Submit:** outline of your research paper – about 1-2 pp. **DUE 10/14/18** by midnight)

WEEK 9: Week’s Topic: Food – Consumption, Diabetes, & Global Health

Mon, 10/15: “Fun to Eat Foods” and Disease Production:
Diabetes and African American population

→ **Quiz 4**

Read for Mon:

“Manufacturing Disease: Unhealthy Products Become Ubiquitous”
by Nicholas Freudenberg. In: *Lethal but Legal: Corporations, Consumption, and Protecting Public Health*. 2014. Pp. 3-36.



Wed, 10/17: Case Study: China

Read for Wed:

“Exporting Diabetes to Asia: The Impact of Western Style Fast Food” by A. Pan,
V. Malik, F. Hu. *Circulation* 126(2):163-165.

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

Online Component:

→ Assignment Wk 9: Instructions on Canvas

(Proceed with writing)

WEEK 10: Week’s Topic: Global Pharmaceuticals, and Research Paper Workshop II

Mon, 10/22: Pharma business and science

Read for Mon:

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan
Banerjee. *Medical Anthropology* 2017, 36: 363-380.

Wed, 10/24: Research Paper Workshop II
Read for Wed: None.

Online Component:

→ Assignment Wk 10: Instructions on Canvas
(Proceed with writing)

WEEK 11: *Week's Topic:* Global Reproductive & Sexual Health Issues



Mon, 10/29: Fertility control and its challenges
Read for Mon: none

Wed, 10/31: Reproductive health as human rights

Read for Wed:

→ **Quiz 5**

“Where Human Rights Begin” – Introduction by W. Chavkin and E. Chesler. 2005:1-34.

Online Component:

→ Assignment Wk 11: Instructions on Canvas
(Proceed with writing)

WEEK 12: *Week's Topic:* Global Reproductive Health Issues (cont.)

Mon, 11/5: *Film screening:* Global issues in reproductive and sexual health
Read for Mon: none

Wed, 11/7: **ONLINE WORK (No class meeting) – Work on Research Papers**

Online Component:

→ Assignment Wk 12: Instructions on Canvas (Proceed with writing)

WEEK 13: *Week's Topic:* Global Organ Trade: Health and Rights

Mon, 11/12: **Veterans Day – NO CLASS**

Wed, 11/14: Organ Trafficking

Read for Wed:

→ Listen to the mp3 file: 7/2009. “Illegal Organ Trafficking.” (39 min) WNYC - The Brian Lehrer Show. [also on Canvas] Accessible via:
<https://www.wnyc.org/story/31245-illegal-organ-trafficking/>

Online Component:

→ Assignment Wk 13: Instructions on Canvas
(Proceed with writing)

WEEK 14: Week's Topic: Global Organ Trade: Health and Rights

Mon, 11/19: Organ Trafficking – the human cost, cont.

Read for Mon:

“Illegal Organ Trade: Global Justice and the Traffic in Human Organs.” Scheper-Hughes, Nancy. In: Gruessner, Rainer W.G.; Benedetti, Enrico, eds. *Living Donor Organ Transplantation*. New York: McGraw-Hill Medical, 2008: 106-121



→ Quiz 6

Wed, 11/21: ONLINE WORK (No class meeting) - Work on your Research Papers.

Online Component:

→ Assignment Wk 14: Instructions on Canvas
(Proceed with writing and final editing)

WEEK 15: Exam 2 week.

Mon, 11/26: Review for Exam #2

Wed, 11/28: EXAM #2

Online Component:

→ Assignment Wk 15: Instructions on Canvas
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: FINAL RESEARCH PAPERS

→ **FINAL RESEARCH PAPERS DUE: Wed, Dec. 5th, 2018 by midnight** via Canvas
(can submit early)

~~~~~ *Have a Great Winter Break!* ~~~~~

# ANTHROPOLOGY OF DRUGS AND ADDICTION

ANT4481

Fall 2018

Department of Anthropology, College of Sciences

## Instructor Information

- Instructor: Suzanne C. Draper
- Office Location: Anthropology Department, Howard Phillips Hall
- Office Hours: Monday and Wednesday 2:30-3:30 P.M., by appointment only
- Phone: (407) 823-2227
- Digital Contact: [Suzanne.Draper@ucf.edu](mailto:Suzanne.Draper@ucf.edu)

## Teaching Assistants

- GTA(s): Aaron Ott
- Email: [aott@knights.ucf.edu](mailto:aott@knights.ucf.edu)

## Course Information

- Term: Fall 2018
- Course Number & Section: ANT4481
- Course Name: Course Name
- Credit Hours: Number of Credit Hours
- Class Meeting Days: Tuesday; Thursday
- Class Meeting Time: 3:00-4:15 P.M.
- Class Location: BA2 0207
- Course Modality: P

## Course Description

Philosopher Avital Ronell rightly wrote, "There is no culture without a drug culture". Indeed, drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to various health interventions and projects. They serve as both a facilitator

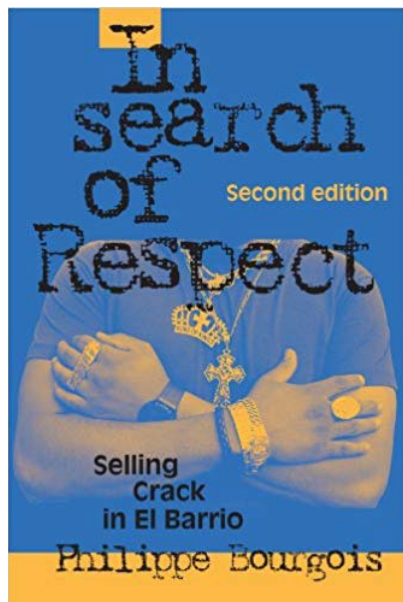
and a subject of informal interactions and conversations. Drugs are, undoubtedly, an important part of our collective and daily lives.

Anthropologists have studied drugs for decades, focusing heavily on the phenomena of drug use and addiction. This course explores this scholarship to tracing how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. Engaging with anthropological texts from the mid-twentieth century to the present, this course examines the range and diversity of ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” – from legal substances to medicines to narcotics – and “addiction”. This will allow us to not only draw on a diverse array of anthropological readings and themes, but also investigate how legal and illegal substances are culturally consumed, abused, regulated, celebrated, and vilified.

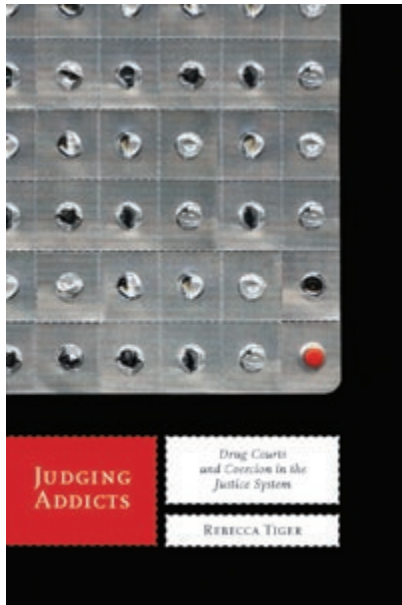
## Course Materials and Resources

### Required Materials/Resources

- Bourgois, Phillipe. 2003. *In Search of Respect: Selling Crack in El Barrio*; Second Edition. Cambridge, UK: Cambridge University Press.



- Tiger, Rebecca. *Judging Addicts: Drug Courts and Coercion in the Justice System*. New York, NY: New York University Press.



- Resources and Materials provided by the Instructor throughout the course.

## Student Learning Outcomes

This course has three goals:

- 1) to provide you with an overview of the rich anthropological scholarship on drugs and addiction
- 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction
- 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed topics of cultural, political, economic, and health importance.

## Course Activities

### Reading and Participation

Reading course materials and active participation in the course are both required. Students are expected to attend class having read the required readings for that day. The lectures will cover the 2 the readings but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

### Midterm Exam (30 points)

There will be one midterm exam. The exam consists of 30 questions (matching, multiple choice, true/false) and will cover concepts from all texts, videos, and lectures in the first

half of the semester. There will be NO make-up midterm exam except for serious illness, personal/family tragedy, etc. You must let me know in advance of any extenuating circumstance that would affect your ability to take the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### **Final Exam (45 points)**

The final exam will consist of 45 questions (matching, multiple choice, true/false) and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course material. Please bring a brown scantron and #2 pencil to the exam.

### **Quizzes (5 points each, 65 points total)**

There will be 15 quizzes over the course of the semester. Quizzes are based on assigned readings or videos for that day, and will consist of 1-2 questions aimed at assessing whether or not you read/watched and understood the assigned material. The questions will be multiple choice, fill-in-the-blank, or narrative. Quizzes will take 5-10 minutes at the beginning of class. There will be NO make-ups for missed quizzes because your two lowest scores will be dropped.

**IMPORTANT:** UCF faculty members 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 [Syllabus Quiz](#) 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 financial aid** and course materials.

## Attendance/Participation

As a student of this course, you should attend every class having read the assigned material and ready to discuss in class. This class is a discussion-based course and lecture is only utilized as a prompt for academic exploration as a class. If you miss classes you will miss the quizzes which **CANNOT BE MADE UP** and are not given on uniformed dates. If you **MUST** miss a class and you want your absence to be excused, your absence must adhere to the following policies:

- You must provide documentation from an appropriate source (e.g. Doctor, clinic, administration, etc.)
- If you walk in late and the quiz time has concluded, you may not make up the quiz.
- I expect you to participate fully in class discussion and come to class having read the required materials.

Other policies that would excuse an absence:

The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips,

field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

## 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.

## Assessment and Grading Procedures

|               |            |
|---------------|------------|
| Mid-Term Exam | 30 Points  |
| Final Exam    | 45 Points  |
| Quizzes       | 65 Points  |
| Total         | 140 Points |

### Grading Scale (Percentages; Points)

A = 100% - 94.5%; 140 -133  
A- = 94% - 90%; 132-126  
B+ = 89.5% - 88%; 125-123  
B = 87.5% - 84.5%; 122-119  
B- = 84% - 80%; 118-112  
C+ = 79.5% - 78%; 111-109  
C = 77.5% - 74.5%; 108-105  
C- = 74% - 70%; 104- 98  
D+ = 69.5% - 68%; 97- 95  
D = 67.5% - 64.5%; 94- 91  
D- = 64% - 60%; 90- 84  
F = 59.5% - 0%; 83-0

## Course Schedule

| Dates | Topic | Assignments | Due Dates |
|-------|-------|-------------|-----------|
|-------|-------|-------------|-----------|

|        |                                                                                                          |                                                                                                                                                                                                                                                                                                               |                     |
|--------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Week 1 | <p>Tuesday, 8/21/2018:<br/>Orientation</p> <p>Thursday, 8/23/2018:<br/>Defining "Drugs"</p>              | <p>Read Syllabus</p> <p><u>READING:</u> Sherratt, Andrew (1995) Introduction: Peculiar Substances. In Consuming Habits: Drugs in History and Anthropology. Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, eds. Pp. 1-10. London: Routledge.</p> <p><b><u>Syllabus Quiz</u></b></p>                     | 8/24 at 11:55pm EST |
| Week 2 | <p>Tuesday, 8/28/2018:<br/>Defining "Addiction"</p> <p>Thursday, 8/30/2018:<br/>Defining "Addiction"</p> | <p>Tuesday READINGS:</p> <p>Singer, Merrill (2012) Anthropology and Addiction: An Historical Review. Addiction 107(10):1747-1755.</p> <p>Thursday Reading:</p> <p><a href="#">What is addiction? New York Times Article (2014) (Links to an external site.)</a><a href="#">Links to an external site.</a></p> |                     |

|        |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Week 3 | <p>Tuesday, 9/4/2018:<br/>Traditional Drug Use-Coca</p> <p>Thursday, 9/6/2018:<br/>Traditional Drug Use- Khat</p> | <p>READING: Allen, Catherine J. (1988) To Be Quechua: The Symbolism of Coca Chewing in Highland Peru. <i>American Ethnologist</i> 8(1):157-171.</p> <p>Klein, Axel and Susan Beckerleg (1995) Building Castles of Spit: The Role of Khat in Work, Ritual, and Leisure. In <i>Consuming Habits: Drugs in History and Anthropology</i>. Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, eds. Pp. 238-254. London: Routledge.</p> |  |
| Week 4 | <p>Tuesday, 9/11/2018:<br/>Gender and Drug Use</p> <p>Thursday, 9/13/2018:<br/>Gender and Drug Use</p>            | <p>Tuesday Reading:</p> <p>Quintero, Gilbert and Antonio L. Estrada (1998) Cultural Models of Masculinity and Drug Use: "Machismo", Heroin, and Street Survival on the U.S.-Mexico Border. <i>Contemporary Drug Problems</i> 25:147-168</p> <p>Thursday Reading:</p> <p>Nichter, Mimi et al. (2006) Gendered Dimensions of Smoking Among College</p>                                                                                 |  |



|        |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                               |  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|        |                                                                                                                                        | Students. Journal of Adolescent Research 21(3):215-243.                                                                                                                                                                                                                                                                                       |  |
| Week 5 | <p>Tuesday, 9/18/2018:<br/>NO CLASS</p> <p>Thursday, 9/20/2018:<br/>Drug or Medicine?-<br/>Psychedelics</p>                            | <p>READING: Dobkin de Rios, Marlene (1984) Urban Amazonian Mestizos of Peru (Chapter 12) In Hallucinogens: Cross-Cultural Perspectives. Albuquerque: University of New Mexico Press. Pp. 173-189.</p>                                                                                                                                         |  |
| Week 6 | <p>Tuesday, 09/25/18:<br/>Drug or Medicine?-<br/>Pharmaceuticals</p> <p>Thursday, 09/27/2018:<br/>Drug or Medicine?-<br/>Marijuana</p> | <p>Tuesday Reading:<br/>Quintero, Gilbert (2006) An Exploratory Study of Socio-cultural Factors Contributing to Prescription Drug Misuse among College Students. Journal of Drug Issues 36(4):903-931.</p> <p>Thursday Reading:<br/>Chapkis, Wendy (2007) Cannabis, Consciousness, and Healing. Contemporary Justice Review 10(4):443-460</p> |  |

|               |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     |  |
|---------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Week 7</p> | <p>Tuesday, 10/02/2018:<br/>Legal Drugs- Alcohol</p> <p>Thursday, 10/04/2018:<br/>Legal Drugs- Alcohol</p> | <p>Tuesday READING:<br/>Glasser, Irene. (2012) The Many Faces of Alcohol Use. In Anthropology of Addictions and Recovery. Pp. 17-33. Long Grove: Waveland Press.</p> <p>Thursday READING:<br/>Spicer, Paul. (1997) Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol. Medical Anthropology Quarterly 11(3):306-323</p> |  |
| <p>Week 8</p> | <p>Tuesday, 10/09/2018:<br/>Judging Addicts</p> <p>Thursday, 10/11/2018:<br/>Judging Addicts</p>           | <p>Tuesday Readings:<br/>Judging Addicts; Pp-1-40</p> <p>Thursday:<br/>Judging Addicts; pp.41-57</p>                                                                                                                                                                                                                                                                                |  |

|         |                                                                                               |                                                                                                     |                            |
|---------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------|
| Week 9  | Tuesday, 10/16/2018:<br>Midterm Review<br>Thursday, 10/18/2018:<br><b><u>Midterm Exam</u></b> | No Readings                                                                                         | <b><u>MIDTERM EXAM</u></b> |
| Week 10 | Tuesday, 10/23/2018:<br>Judging Addicts<br>Thursday, 10/25/2018:<br>Judging Addicts           | Tuesday Reading:<br>Judging Addicts; pp.58-87<br>Thursday Reading:<br>Judging Addicts, pp.88-114    |                            |
| Week 11 | Tuesday, 10/30/2018:<br>Judging Addicts<br>Thursday, 11/01/2018:<br>Judging Addicts           | Tuesday Reading:<br>Judging Addicts; pp.115-132<br>Thursday Reading:<br>Judging Addicts; pp.133-149 |                            |
| Week 12 | Tuesday 11/06/2018:<br>In Search of Respect<br>Thursday 11/08/2018:<br>In Search of Respect   | Tuesday Reading:<br>pp. 1-47<br>Thursday Reading:<br>pp. 48-113                                     |                            |

|         |                                                                                               |                                                                     |  |
|---------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--|
| Week 13 | Tuesday, 11/13/2018:<br>In Search of Respect<br>Thursday, 11/15/2018:<br>In Search of Respect | Tuesday Reading:<br>pp. 114-212<br>Thursday Reading:<br>pp. 213-286 |  |
| Week 14 | Tuesday, 11/20/2018:<br>In Search of Respect<br>Thursday, 11/22/2018:<br><b>THANKSGIVING</b>  | Tuesday Reading:<br>pp. 287-327<br>Thursday: <b>THANKSGIVING</b>    |  |

|         |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |                     |
|---------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Week 15 | <p>Tuesday, 11/27/2018:<br/>Street Drugs and the Political Economy</p> <p>Thursday, 11/29/2018:<br/>HIV/AIDS and Drugs</p> | <p>Tuesday Reading:<br/>Waterston, Alisse (1993)<br/>Street Addicts in the Political Economy.<br/>Philadelphia: Temple University Press. Pp. 1-37.</p> <p>Thursday Reading:<br/>Singer, Merrill (1997)<br/>Needle Exchange and AIDS Prevention: Controversies, Policies, and Research. Medical Anthropology 18(1):1-12.</p> <p>Thursday Reading:</p> |                     |
| Week 16 | <b><u>FINAL</u></b>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      | <b><u>FINAL</u></b> |

## Policy Statements

### Respect for Diversity

This course 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 online and open class 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.

## Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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 \(Links to an external site.\)](#)[Links to an external site.](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)[Links to an external site.](#)".

## 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](#). 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](#) (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 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).
- 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> (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) 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 \(Links to an external](#)



[site.\)\(Links to an external site.](#)

## 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.





# Human Biological Diversity

## ANT 4516 (0W59) ■ Fall 2018

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

### Course Information

|                |                                            |
|----------------|--------------------------------------------|
| Course Name:   | Human Biological Diversity                 |
| Course ID:     | ANT 4516 (0W59)                            |
| Credit Hours:  | 3.0 hours                                  |
| Semester/year: | Fall 2018                                  |
| Location/time: | Online via WebCourses@UCF                  |
| Course GTA:    | Morgan Ferrell                             |
| GTA hours:     | Tuesday 7:00-8:00 PM EST (Online via Chat) |
| GTA contact:   | via WebCourses Inbox messaging             |

### Professor Contact

|               |                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor:   | Dr. Lana Williams                                                                                                                                       |
| Main office:  | Phillips Hall 309F                                                                                                                                      |
| Office hours: | Wednesday 9:30-11:30 AM EST via online Chat or Conference<br>Wednesday 10:30-11:30 AM EST in person on UCF Main Campus<br>(or by scheduled appointment) |
| Phone:        | 407-823-2227                                                                                                                                            |
| E-mail:       | lana.williams@ucf.edu                                                                                                                                   |

### University Catalog Description

Human biological variation and adaptation. **Prerequisite:** ANT 2511 or BSC 2010C, or CI.

Please consult your academic advisor to determine how this course applies to your degree requirements.

### What is this course about?

This course explores the scientific basis of the extraordinary range of human diversity from evolutionary and biocultural perspectives. The evolutionary perspective stresses the functional and adaptive nature of human biological variations, as well as the influence of environment on that biology. The biocultural perspective focuses on interactions among social, behavioral and biological aspects of human adaptability within contemporary populations and across populations over time.

We will examine a variety of issues associated with human variation and adaptation through aspects of genetic variability and gene function. Some of the topics we will be covering include the race concept, human life span, chronic and infectious disease risk, population demography, sex differences, behavioral genetics and intelligence. We will be drawing from methods, theories, and bodies of knowledge in various disciplines, including anthropology, evolutionary biology, human physiology, psychology, nutritional science, human ecology, and epidemiology.

## What skills will I develop in this course?

Through your study in this course, you will learn to:

- Identify methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits, physiological responses, and genetic variability in populations.
- Categorize various stressors that influence human biological variability and adaptability.
- Discuss implications of modern human genetic testing, racial identification, and disease responses.
- Develop and defend informed opinions on current and future human biological diversity taking into account shifting social and ecological forces.

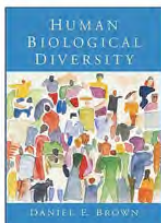
While emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and mass media statements about the adaptive significance of biological diversity in human populations, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem solving activities in an effective manner.
- Comprehend how you may be perceived and how you perceive others from individual and group perspectives.
- Critically reflect on learning and recognize progress and pathways for further development.

## 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 to study for quizzes and exams. Any additional required readings (outside of these texts) will be provided in your online course materials.

**NOTE:** The UCF Bookstore does not keep textbooks in stock through the entire term - it is highly recommended that you purchase all of your textbooks as soon as possible.



### **Human Biological Diversity**

Author: Daniel Brown  
Edition: 1st edition (cover may differ based on format)  
Year: 2009  
Publisher: Routledge  
ISBN: 9780130455710

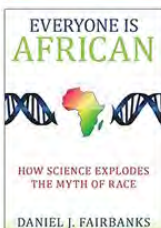
Available for purchase or rental in paperback and eBook formats



### **Human Biological Diversity**

Author: J. Enriquez and S. Gullans  
Edition: Revised edition  
Year: 2016  
Publisher: Current / Penguin Random House  
ISBN: 9780143108344

Available in paperback and eBook formats



### **Everyone Is African: How Science Explodes the Myth of Race**

Author: Daniel Fairbanks  
Edition: 1st edition  
Year: 2015 (may differ depending on format)  
Publisher: Prometheus Books  
ISBN: 9781633880184

Available in paperback and eBook formats

## Who should take this course online?

Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](#) has excellent resources to assist you in being successful in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline throughout the term.

This course based on concepts and methods from biological anthropology and human genomics – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different

pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 15 weeks of the Fall 2018 term, you should expect to spend around **three hours of 'class time' each week listening to online lectures, taking notes, viewing and listening to media, and reading the assigned work** in each learning module. You should also plan on setting aside at least **two-to-three hours each week to review materials, complete required assignments, and participate in course activities**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course.

Please do not be tempted to skip a seemingly small two or three days of reviewing learning materials and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Wednesdays from 9:30-11:30am EST**. If you are on UCF's Main Campus, you can also visit my **open office in Howard Phillips Hall 309F on Wednesdays from 10:30-11:30am EST**. If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences or Chat appointment or UCF Main Campus appointment if needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

## *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 discussion activity to start the course;
- review learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 quizzes (two lowest scores are dropped);
- submit 8 of 10 activity assignments (two lowest scores are dropped);
- submit 3 of the 5 Point-of-View discussions (two lowest scores are dropped);
- submit 3 online written exams.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that learning module. The modules contain your lectures, assignments, quizzes, links to information websites, and additional learning and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. 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 a quiz, assignment, discussion or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor. Please note the due dates carefully. A missed quiz, assignment, discussion or exam will not be accepted unless there is a valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your 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: Are You a Roller?](#) 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 financial aid and access to MODULE 1 learning materials.

## How will I be evaluated and graded?

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

| Assessment:                               | Points Possible | % Final Grade |
|-------------------------------------------|-----------------|---------------|
| Quizzes (13)                              | 130             | 20%           |
| Activity assignments (8)                  | 160             | 25%           |
| POV Discussions (4) and Required Activity | 40              | 15%           |
| Exams (3)                                 | 300             | 40%           |
| <i>Total Possible</i>                     | <i>630</i>      | <i>100%</i>   |

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity and share your results with other students in the class.
- **Quizzes:** You will need to demonstrate that you have mastered the terms, concepts and theories presented in each learning module. Quizzes will include a mix of multiple choice, true-false and fill-in questions, and you are required to submit at least 13 of the 15 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from this set of grades.
- **Activity Assignments:** These activity assignments, designed around current methods of investigation, will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various technique used throughout the assignments. You are required to submit 8 of the 10 Activity Assignments located in the learning modules. WebCourses will automatically drop the two lowest scores from this set of grades.
- **POV Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to current issues presented in course materials. You are required to submit 3 of the 5 Point-of-View discussions located in the learning modules. WebCourses will automatically drop the two lowest scores from this set of grades.

Many students take advantage of the dropped grades in quizzes and discussions at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and discussion assignments you have submitted** using the 'Grades' button in the menu on the left.

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%   |              |             |

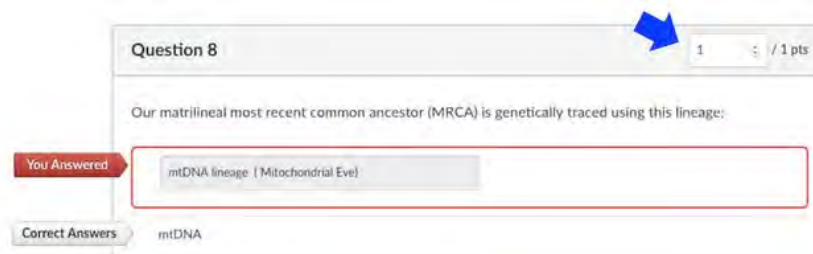
Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete 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.

## How do I view my grades?

You can access your grades for assignments and exams 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, quiz and discussion grades will be available within three-to-five days after the final due date. For most written work and exams, grades will be available within seven-to-ten days after the final 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**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct.** If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



Correct answers for each quiz and exam will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

## What if I miss a quiz, assignment, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, and to the GTA who will be completing the majority of grading, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment and exam due dates.

- 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 a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- 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 an exam**, 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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

## 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.
- **Tutoring and 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](#), so you can avoid undesirable academic outcomes.

## How is respect for diversity maintained?

This course 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 online class 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, and your GTA, will also adhere to the highest standards of academic integrity, so please **do not ask us to change (or expect us 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., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **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, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. 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 (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox**

or UCF Knight's Mail systems. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we 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](#)



[Get PowerPoint Viewer](#)

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor or GTA 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 an 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 class notes and other 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 do I do if there is a campus emergency?

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 emergency, dial 911 for assistance.
- Access the [UCF Emergency Guide](#) for specific information and actions.


















To learn more about UCF campus safety and emergency preparedness, please review the information and video located in [THE BASICS: What Do I Need to Know ...?](#) section of the COURSE INTRO module.

## What is the course lecture 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: Are You a Roller?                          | due by 11:59pm |
| Sat Aug 25, 2018 |  POV 1 DISCUSSION: Who Should Get the Credit?                  | due by 11:59pm |
| Mon Aug 27, 2018 |  QUIZ 1: Evolutionary Ideas                                    | due by 11:59pm |
|                  |  REQUIRED ACTIVITY: Discussion Response                      | due by 11:59pm |
| Tue Aug 28, 2018 |  POV 1 DISCUSSION: Group Response                            | due by 11:59pm |
| Wed Aug 29, 2018 |  QUIZ 1: Evolutionary Ideas<br>(1 student)                   | due by 11:59pm |
| Thu Aug 30, 2018 |  QUIZ 1: Evolutionary Ideas<br>(1 student)                   | due by 11:59pm |
| Sat Sep 1, 2018  |  POV 1 DISCUSSION: Who Should Get the Credit?<br>(1 student) | due by 11:59pm |
|                  |  QUIZ 1: Evolutionary Ideas<br>(1 student)                   | due by 11:59pm |
| Tue Sep 4, 2018  |  QUIZ 2: Human Genome                                        | due by 11:59pm |
| Wed Sep 5, 2018  |  ACTIVITY 1: Mapping Genes to Traits                         | due by 11:59pm |
| Sat Sep 8, 2018  |  POV 2 DISCUSSION: Why Is It Important to Lick Rats?         | due by 11:59pm |
| Mon Sep 10, 2018 |  QUIZ 3: Molecular Genetics                                  | due by 11:59pm |
| Tue Sep 11, 2018 |  POV 2 DISCUSSION: Group Response                            | due by 11:59pm |
| Wed Sep 12, 2018 |  ACTIVITY 2: DNA Profiling                                   | due by 11:59pm |
| Mon Sep 17, 2018 |  QUIZ 4: Taxonomy and Macroevolution                         | due by 11:59pm |
| Wed Sep 19, 2018 |  ACTIVITY 3: DNA and Lizard Phylogeny                        | due by 11:59pm |



|                  |                                                                                                                                                  |                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Sat Sep 22, 2018 |  <a href="#">POV 3 DISCUSSION: Which Box Do You Check?</a>      | due by 11:59pm |
| Mon Sep 24, 2018 |  <a href="#">QUIZ 5: Race and Variation</a>                     | due by 11:58pm |
| Tue Sep 25, 2018 |  <a href="#">POV 3 DISCUSSION: Group Response</a>               | due by 11:59pm |
| Wed Sep 26, 2018 |  <a href="#">ACTIVITY 4: Skin Color and Genetic Variation</a>   | due by 11:59pm |
| Mon Oct 1, 2018  |  <a href="#">QUIZ 6: Behavioral Genetics</a>                    | due by 11:58pm |
|                  |  <a href="#">EXAM 1</a>                                         | due by 11:59pm |
| Wed Oct 3, 2018  |  <a href="#">ACTIVITY 5: Is Your IQ Biased?</a>                 | due by 11:59pm |
| Mon Oct 8, 2018  |  <a href="#">QUIZ 7: Genotypic Variation</a>                    | due by 11:59pm |
| Wed Oct 10, 2018 |  <a href="#">ACTIVITY 6: Got Lactase?</a>                       | due by 11:59pm |
| Mon Oct 15, 2018 |  <a href="#">QUIZ 8: Population Demography</a>                  | due by 11:59pm |
| Wed Oct 17, 2018 |  <a href="#">ACTIVITY 7: Population Dynamics</a>                | due by 11:59pm |
| Mon Oct 22, 2018 |  <a href="#">QUIZ 9: Growth and Development</a>                 | due by 11:59pm |
| Tue Oct 23, 2018 |  <a href="#">EXTRA CREDIT: Paint Chip Classification System</a> | due by 11:59pm |
| Sat Oct 27, 2018 |  <a href="#">POV 4 DISCUSSION: Is Aging a Disease?</a>         | due by 11:59pm |
| Mon Oct 29, 2018 |  <a href="#">QUIZ 10: Aging and Senescence</a>                | due by 11:58pm |
|                  |  <a href="#">EXAM 2</a>                                       | due by 11:59pm |
| Tue Oct 30, 2018 |  <a href="#">POV 4 DISCUSSION: Group Response</a>             | due by 11:59pm |
| Sun Nov 4, 2018  |  <a href="#">QUIZ 11: Highs and Lows</a>                      | due by 11:59pm |
| Tue Nov 13, 2018 |  <a href="#">QUIZ 12: Hot and Cold</a>                        | due by 11:59pm |
| Wed Nov 14, 2018 |  <a href="#">ACTIVITY 8: Are You Hot or Cold?</a>             | due by 11:59pm |
| Tue Nov 20, 2018 |  <a href="#">QUIZ 13: Activity Load and Nutrition</a>         | due by 11:59pm |
| Wed Nov 21, 2018 |  <a href="#">ACTIVITY 9: Starch Consumption</a>               | due by 11:59pm |
| Mon Nov 26, 2018 |  <a href="#">QUIZ 14: Infectious Disease</a>                  | due by 11:59pm |
| Wed Nov 28, 2018 |  <a href="#">ACTIVITY 10: Virus Hunters</a>                   | due by 11:59pm |
|                  |  <a href="#">POV 5 DISCUSSION: Where's My Old Phone?</a>      | due by 11:59pm |
| Sat Dec 1, 2018  |  <a href="#">EXTRA CREDIT: Feeling Stressed?</a>              | due by 11:59pm |
|                  |  <a href="#">POV 5 DISCUSSION: Group Response</a>             | due by 11:59pm |
| Mon Dec 3, 2018  |  <a href="#">QUIZ 15: Modern and Future Worlds</a>            | due by 11:59pm |
| Fri Dec 7, 2018  |  <a href="#">EXAM 3</a>                                       | due by 11:59pm |



**ANT4521: Forensic Anthropology**  
*Department of Anthropology*  
*College of Sciences, University of Central Florida*

**COURSE SYLLABUS**

|               |                                                    |                      |                                       |
|---------------|----------------------------------------------------|----------------------|---------------------------------------|
| Instructor:   | <i>John J. Schultz, Ph.D.</i>                      | Term:                | <i>Fall 2018</i>                      |
| Office:       | <i>Phillips Hall 409T</i>                          | Credit Hours:        | <i>3</i>                              |
| Phone:        | <i>407-823-1180</i>                                | Class Meeting Days:  | <i>TuTh</i>                           |
| E-Mail:       | <i>john.schultz@ucf.edu</i>                        | Class Meeting Hours: | <i>10:30-11:45am</i>                  |
| Website:      | <i>Canvas</i>                                      | Class Location:      | <i>HPA1 116</i>                       |
| Office Hours: | <i>Tu and Th: 8:15 to 9:45am or by appointment</i> | TA:                  | <i>Megan Mccollum</i>                 |
|               |                                                    | TA email:            | <i>Megan.McCollum@Knights.ucf.edu</i> |

Welcome to Forensic Anthropology. Please be aware that is an advanced course and you will be expected to attend class regularly and stay on top of course material!!! Good Luck in the Course!!!

### University Course Catalog Description

The study of human skeletal remains in relation to a legal context.

### Course Overview

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that utilizes methods developed in skeletal biology and forensic science towards issues of medicolegal significance. Students will be presented with an overview of the techniques that forensic anthropologists utilize in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught. Class material will also be supplemented with guest lectures and videos.

### Student Learning Outcomes

- Students will be able to articulate the history and evolution of the field of forensic anthropology.
- Students will understand the basic skeletal methods used by forensic anthropologists
- Student's will evaluate the role of forensic anthropology within broader forensic investigations of death

### Enrollment Requirements

ANT 2511 or permission of instructor

## Course Materials and Resources

### Required Readings

See course website for required readings and the reading schedule.

### Recommended Readings and Websites

Burns KA. 2012. The Forensic Anthropology Training Manual, 3rd Edition. Pearson Education, Inc. (ISBN-10: 0205022596).

American Association of Forensic Scientists: <http://www.aafs.org/>

American Board of Forensic Anthropology: <http://www.csuchico.edu/anth/ABFA/>

Defense POW/MIA Accounting Agency: [www.dpaa.mil](http://www.dpaa.mil)

Orange County Medical Examiner's Office:

<http://www.orangecountyfl.net/dept/hfs/healthservices/ME/faq.htm?CL=2>

Indiana State Coroners Training Board: <http://www.in.gov/ctb/>

FLorida Unidentified Decedents DataBase: <http://www.fluiddb.com/>

## Assessment and Grading Procedure

Your final grade will be based out of a total of 400 possible points that can be earned for the course. There will be three non-cumulative exams. Exams will consist of multiple choice, true or false, fill in the blank, labeling figures, and short essay questions. All material covered in this course (lectures, critiques, discussions, videos and required readings) is fair game for exams.

### Academic Activity Posting – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

**All postings must be completed by August 24, 11:59pm. You will receive 1 point for completing the assignment. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 24, 11:59pm.**

| <u>Assessment</u>                      | <u>Points</u> | <u>Percent of Final Grade</u> |
|----------------------------------------|---------------|-------------------------------|
| Academic Activity Posting              | 1             | 0.25%                         |
| First Exam                             | 103           | 25.75%                        |
| Second Exam                            | 103           | 25.75%                        |
| Third and Final Exam                   | 103           | 25.75%                        |
| Osteology Quiz                         | 30            | 7.5%                          |
| Trauma Quiz                            | 30            | 7.5%                          |
| Article Critiques (6 at 5 points each) | 30            | 7.5%                          |
| <b>Total</b>                           | <b>400</b>    | <b>100%</b>                   |

### Grade Dissemination

Please note that exams will not be returned and they will be kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grade Book function in Webcourses. However, I encourage every one of you to make an appointment with me and I will gladly go over your exams and quiz on an individual basis. My only stipulation is you need to see me by **November 20** to go over your first and second exams. Please note that scores returned mid-semester are unofficial grades.

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 330 total points, you can calculate your grade by dividing 330/400, for a score of 82.5%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course

| Grading Scale (%) |        | Grading Scale (%) |       |
|-------------------|--------|-------------------|-------|
| A                 | 94-100 | C                 | 74-76 |
| A-                | 90-93  | C-                | 70-73 |
| B+                | 87-89  | D+                | 67-69 |
| B                 | 84-86  | D                 | 64-66 |
| B-                | 80-83  | D-                | 60-63 |
| C+                | 77-79  | F                 | 0-59  |

### Taking Exams

Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

### 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 and to provide DOCUMENTATION!!

If you cannot take an exam or quiz at the scheduled time because of a severe illness, injury, family emergency, you must notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) prior to the exam. **I will only allow make-ups with an acceptable excuse such as a signed statement from a physician or written proof of a personal or family crisis such as a death certificate.** If you do not contact me immediately following your crisis (don't wait until the next class period), I will not allow you to take a make-up even if you have a valid excuse. I cannot, in fairness to students who show up to take an exam, take anyone's word for an excuse; you must present DOCUMENTATION!! It is not my job to track you down to arrange a time for a make-up exam, you must make arrangements with me as soon as possible to take a make-up. The makeup will be scheduled as soon as possible after the exam.

### Missed Forensic Anthropology Laboratory Exercise

Make-ups will not be permitted if you miss this group laboratory activity.

### Missed Article Critiques

No make-ups will be permitted if you do not turn in this assignment by the due date. Since you know when these assignments are due on the first day of class, you have ample time to finish and complete them by the due dates. You are permitted to send me your assignment via email before class starts if you plan to miss the scheduled class when these assignments are due.

### Grades of "Incomplete"

Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz 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" will automatically be recorded as an "F" on your transcript.

### Final Grades

Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

## **Course Policies and Expectations**

### Email

I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

### Webcourses

You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

### Laptop Usage

Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

### Tape Recorders

I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

**Important UCF Dates to Remember**

- Late Registration August 20-24
- Drop/Swap Deadline August 23
- Add Deadline August 24
- Grade forgiveness Deadline December 1
- Withdrawal Deadline October 26

**Course Schedule:**

Note: This syllabus is tentative and Dr. Schultz reserves the right to make reasonable schedule modifications. Handouts and articles will be either posted on the course website or provided in class.

| Week | Day | Date     | Topic                                                                                                    | Reading Assignments |            |
|------|-----|----------|----------------------------------------------------------------------------------------------------------|---------------------|------------|
|      |     |          |                                                                                                          | Chapter             | Page #s    |
| 1    | Tu  | Aug. 21  | Course Introduction<br>History of Forensic Anthropology                                                  | 1<br>Articles       | All        |
| 1    | Th  | Aug. 23  | History of Forensic Anthropology                                                                         | 1, 17<br>Websites   | All<br>All |
| 2    | Tu  | Aug. 28  | Anatomical Terminology; Human Osteology                                                                  | 2-11                | Relevant   |
| 2    | Th  | Aug. 30  | Anatomical Terminology; Human Osteology<br><b>Article Critique 1 Due</b>                                 | 2-11<br>Article     | Relevant   |
| 3    | Tu  | Sept. 4  | Human Osteology; Nonhuman Osteology                                                                      | 2-11<br>Article     | Relevant   |
| 3    | Th  | Sept. 6  | Introduction to the American Academy of Forensic Sciences; Death Investigation Systems; Forensic Autopsy | 12, 16<br>Articles  | all        |
| 4    | Tu  | Sept. 11 | Chain of Custody and Lab Flow in the Forensic Anthropology Lab<br><b>Osteology Quiz</b>                  | 16<br>Articles      | all        |
| 4    | Th  | Sept. 13 | Chain of Custody and Lab Flow in the Forensic Anthropology Lab<br><b>Article Critique 2 Due</b>          | 16                  | all        |
| 5    | Tu  | Sept. 18 | Non-Forensic Human Skeletal Remains                                                                      | 14                  | 228-238    |
| 5    | Th  | Sept. 20 | <b>Exam I</b>                                                                                            |                     |            |
| 6    | Tu  | Sept. 25 | Non-Forensic Human Skeletal Remains                                                                      | Articles            |            |
| 6    | Th  | Sept. 27 | Non-Forensic Human Skeletal Remains<br><b>Article Critique 3 Due</b>                                     | Articles            |            |
| 7    | Tu  | Oct. 2   | Forensic Anthropology Report, Initial treatment and Examination; Biologic Profile                        | 3,8, 13, and 14     | Relevant   |
| 7    | Th  | Oct. 4   | Forensic Anthropology Report, Initial treatment and Examination; Biologic Profile;                       | 3,8, 13, and 14     | Relevant   |
| 8    | Tu  | Oct. 9   | Sexing the skeleton; Stature                                                                             | 13                  | 193-221    |
| 8    | Th  | Oct. 11  | Aging the skeleton<br><b>Article Critique 4 Due</b>                                                      | 3, 4, 8, and 13     | Relevant   |
| 9    | Tu  | Oct. 16  | Determining Ancestry from the skeleton                                                                   | 14                  | 222-227    |
| 9    | Th  | Oct. 18  | Trauma II                                                                                                | 13                  | 202-210    |
| 10   | Tu  | Oct. 23  | Trauma II                                                                                                | 13                  | 202-210    |
| 10   | Th  | Oct. 25  | Personal Identification I<br><b>Article Critique 5 Due</b>                                               | 13                  | 211-221    |
| 11   | Tu  | Oct. 30  | <b>Exam II</b>                                                                                           |                     |            |
| 11   | Th  | Nov. 1   | Personal Identification I                                                                                | 13                  | 211-221    |
| 12   | Tu  | Nov. 6   | Personal Identification III                                                                              | 13                  | 211-221    |
| 12   | Th  | Nov. 8   | Forensic Taphonomy I: Decomposition<br><b>Article Critique 6 Due</b>                                     | Articles            |            |
| 13   | Tu  | Nov. 13  | Forensic Taphonomy II: Postmortem Modifications<br><b>Trauma Quiz</b>                                    | Articles            |            |
| 13   | Th  | Nov. 15  | Forensic Taphonomy III: Santeria/Palo                                                                    | Articles            |            |
| 14   | Tu  | Nov. 20  | Forensic Analysis of Cremations and Memorialization                                                      | None                |            |
| 14   | Th  | Nov. 22  | <b>Thanksgiving: No class</b>                                                                            |                     |            |
| 15   | Tu  | Nov. 27  | Forensic Analysis of Cremations and Memorialization                                                      | Articles            |            |

|    |    |         |                              |  |  |
|----|----|---------|------------------------------|--|--|
| 15 | Th | Nov. 29 | Final Review                 |  |  |
| 16 | Tu | Dec. 4  | Exam III: 10:00am to 12:00am |  |  |

## UCF Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

### 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](#). 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



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- 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> (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) 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.
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### 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.

# Syllabus & Course Outline



## ANT4525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

|               |                                                    |                      |                                                             |
|---------------|----------------------------------------------------|----------------------|-------------------------------------------------------------|
| Instructor:   | <i>John J. Schultz, Ph.D.</i>                      | Term:                | <i>Fall 2018</i>                                            |
| Office:       | <i>Phillips Hall 409T</i>                          | Credit Hours:        | <i>4</i>                                                    |
| Phone:        | <i>407-823-1180</i>                                | Class Meeting Days:  | <i>TuTh</i>                                                 |
| E-Mail:       | <i>john.schultz@ucf.edu</i>                        | Class Meeting Hours: | <i>12:00-1:15pm (Lecture)<br/>1:30-2:45PM (Tuesday lab)</i> |
| Website:      | <i>Canvas</i>                                      | Class Location:      | <i>MSB 149</i>                                              |
| Office Hours: | <i>Tu and Th: 8:15 to 9:45am or by appointment</i> | TA:                  | <i>Megan Mccollum</i>                                       |
|               |                                                    | TA email:            | <i>Megan.McCollum@Knights.ucf.edu</i>                       |

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

### University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

### Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

### Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques

## *ANT4525c: Human Osteology*

- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

### Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

### Course Materials and Resources

#### **Required Text (available at the bookstore)**

**Osteology, Third Edition** Bone Manual (2011) by Tim White

Publisher: Academic Press, ISBN: 9780123741349

#### **Recommended Text (available at the bookstore)**

Atlas of Human Anatomy, 5<sup>th</sup> edition, by Frank Netter

Publisher: Saunders, ISBN: 9781416059516

#### **Course Handouts**

Supplemental course handouts for class and lab will be posted on Webcourses

### Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses.

### **Your final grade will be based out of a total of 680 possible points.**

#### Academic Activity Posting – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

- 1) What is your major?
- 2) Why did you enroll in this class?
- 3) What do you expect to achieve by completing this class?

**All postings must be completed by Friday August 24 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 24, 11:59pm.**

#### Quizzes (2 quizzes at 20 points each for a total of 40 points)

The first quiz will cover anatomical terminology and skeletal biology and the second quiz will cover the skull and dentition.

#### Exams (3 exams at 120 points each for a total of 360 points)

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Poster Presentation: Poster Topic & Outline (15 points)

In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz. Do not wait until the last minute to discuss your topic with Dr. Schultz. You must submit a one or two paragraph description of your approved paper topic by **September 4** that is worth a total of 5 points. Your poster topic outline is due on **September 27** and is worth a total of 10 points. Your outline must include your chosen topic (a working title), the main idea of what you expect to present in your poster (a breakdown of the sections), and a list of at least 7 references (should be about a page long, maximum 2 pages). No internet references are permitted. This means that you have complete some research before this outline is due. You should start early!

Poster peer-review, Final Poster & Presentation (65 points)

You will be required to upload a draft of your poster to Webcourses by **October 30**. Each student is then required to peer-review two assigned poster drafts by **November 8**. Final posters will then be submitted by **November 20**. Students will present their posters to the class during the last two weeks of the course. A list of student presentation times will be posted online once student topics have been decided. Students will be given 10 minutes to present their topic. Instructions on how to construct your poster, and perform the peer review, will be discussed in class and will also be posted on Webcourses.

Final Exam (119 points)

The final exam will occur on **Thursday, December 6 from 10:00 to 12:00pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

| Grading Scale (%) |        | Grading Scale (%) |       |
|-------------------|--------|-------------------|-------|
| A                 | 94-100 | C                 | 74-76 |
| A-                | 90-93  | C-                | 70-73 |
| B+                | 87-89  | D+                | 67-69 |
| B                 | 84-86  | D                 | 64-66 |
| B-                | 80-83  | D-                | 60-63 |
| C+                | 77-79  | F                 | 0-59  |

## *ANT4525c: Human Osteology*

### 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 and to provide DOCUMENTATION!!

### Grades of "Incomplete"

Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz 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" will automatically be recorded as an "F" on your transcript.

### Final Grades

Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

## **Course Policies and Expectations**

### Email

I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

### Webcourses

You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

### Laptop Usage

Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

### Tape Recorders

I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

### Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

**Important UCF Dates to Remember**

- |                              |              |
|------------------------------|--------------|
| - Late Registration          | August 20-24 |
| - Drop/Swap Deadline         | August 23    |
| - Add Deadline               | August 24    |
| - Grade forgiveness Deadline | December 1   |
| - Withdrawal Deadline        | October 26   |

ANT4525c: Human Osteology

**Tentative Course Schedule**

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE     | LECTURE TOPIC                                                               | LAB TOPIC                                | READINGS             |
|------|-----|----------|-----------------------------------------------------------------------------|------------------------------------------|----------------------|
| 1    | Tu  | Aug. 21  | Introduction; Basic Bone Biology & Anatomical Terminology                   |                                          | Chp. 2               |
|      |     |          |                                                                             | Introduction to the lab                  |                      |
|      | Th  | Aug. 23  | Basic Bone Biology & Anatomical Terminology<br><b>Discuss Poster Topics</b> |                                          | Chps. 2 & 3; handout |
| 2    | Tu  | Aug. 28  | Hyoid & Vertebral Column                                                    |                                          | Chp. 6               |
|      |     |          |                                                                             | Bone Biology, Hyoid & Vertebra           |                      |
|      | Th  | Aug. 30  | Sternum & Ribs                                                              |                                          | Chp. 7               |
|      |     |          |                                                                             | Sternum & Ribs                           |                      |
| 3    | Tu  | Sept. 4  | <b>POSTER TOPIC DUE</b><br>Skull –Calvarium and Mandible                    |                                          | Chp. 4               |
|      |     |          |                                                                             | Skull                                    |                      |
|      | Th  | Sept. 6  | Skull -Splanchnocranium<br><b>Quiz 1</b>                                    |                                          | Chp. 4               |
| 4    | Tu  | Sept. 11 | Skull Fragments                                                             |                                          | Chp. 4               |
|      |     |          |                                                                             | Exam #1; Review Skull                    |                      |
|      | Th  | Sept. 13 | Study for Exam #1                                                           |                                          | Chp. 4; handout      |
| 5    | Tu  | Sept. 18 | <b>Exam Practical Prep: No Class</b>                                        |                                          | Chp. 5; handout      |
|      |     |          |                                                                             | <b>Exam #1</b>                           |                      |
|      | Th  | Sept. 20 | Dentition                                                                   |                                          | Chp. 5; handout      |
| 6    | Tu  | Sept. 25 | Clavicle & scapula                                                          |                                          | Chp. 8               |
|      |     |          |                                                                             | Dentition, Clavicle & Scapula            |                      |
|      | Th  | Sept. 27 | The Arm<br><b>POSTER OUTLINE DUE</b>                                        |                                          | Chp. 9               |
| 7    | Tu  | Oct. 2   | The Arm                                                                     |                                          | Chp. 9               |
|      |     |          |                                                                             | Arm                                      |                      |
|      | Th  | Oct. 4   | Hand & wrist<br><b>Quiz 2</b>                                               |                                          | Chp. 10              |
| 8    | Tu  | Oct. 9   | Os Coxa                                                                     |                                          | Chp. 11              |
|      |     |          |                                                                             | Exam # 2 Review; Hand, Wrist and Os Coxa |                      |
|      | Th  | Oct. 11  | The Leg                                                                     |                                          | Chp. 12              |
| 9    | Tu  | Oct. 16  | <b>Exam Practical Prep: No Class</b>                                        |                                          |                      |
|      |     |          |                                                                             | <b>Exam #2</b>                           |                      |
|      | Th  | Oct. 18  | Tarsals & foot bones                                                        |                                          | Chp. 13              |
| 10   | Tu  | Oct. 23  | Lab activities                                                              |                                          |                      |
|      |     |          |                                                                             | Leg, Ankle & Foot                        |                      |
|      | Th  | Oct. 25  | Biological Profile: Sexing the Skeleton                                     |                                          | Chp. 18              |
| 11   | Tu  | Oct. 30  | <b>POSTER DRAFT DUE</b>                                                     |                                          |                      |
|      |     |          |                                                                             | Biological Profile: Sexing the Skeleton  |                      |
|      | Th  | Nov. 1   | Biological Profile: Aging Dentition                                         |                                          | Chp. 18              |
| 12   | Tu  | Nov. 6   | Pathology                                                                   |                                          | Chp. 19              |



|    |    |         |                                                         |                                                           |                    |
|----|----|---------|---------------------------------------------------------|-----------------------------------------------------------|--------------------|
|    |    |         |                                                         | Exam #3 Review;<br>Biological Profile: Aging<br>Dentition |                    |
|    | Th | Nov. 8  | Pathology<br><b>POSTER PEER REVIEW DUE</b>              |                                                           | Chp. 19            |
| 13 | Tu | Nov. 13 | Growth and Development                                  |                                                           | Chp. 3;<br>handout |
|    |    |         |                                                         | <b>Exam #3</b>                                            |                    |
|    | Th | Nov. 15 | Growth and Development                                  |                                                           | Chp. 3;<br>handout |
| 14 | Tu | Nov. 20 | <b>FINAL POSTER DUE</b><br><b>Student Presentations</b> |                                                           |                    |
|    |    |         |                                                         | <b>Student Presentations;</b><br>Pathology                |                    |
|    | Th | Nov. 22 | <b>Thanksgiving: No Class</b>                           |                                                           |                    |
| 15 | Tu | Nov. 27 | Final Exam Review                                       |                                                           |                    |
|    |    |         |                                                         | Final Exam Review;<br>Growth and Development              |                    |
|    | Th | Nov. 29 | <b>Course wrap up</b>                                   |                                                           |                    |
| 16 | Th | Dec. 6  | <b>FINAL EXAM 10:00-12:00pm</b>                         |                                                           |                    |

## UCF Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). 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](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

## *ANT4525c: Human Osteology*

### 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](#). 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>.

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- 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> (click on link from menu on left).
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### Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

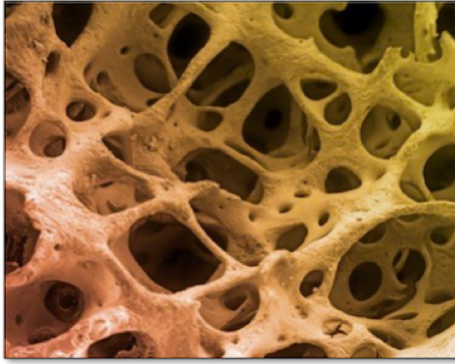
- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.

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- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to “hide” broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.



**GOOD LUCK!!!!!!**



# Birth to Death:

## Anthropological Perspectives on Human Growth

### ANT 4560(0M01) • Fall 2018

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Dept of Anthropology • College of Sciences • UCF

#### Professor Contact

Professor: [Dr. Sandra Wheeler](#)

Office & hours: Howard Phillips Hall, 309F (UCF Main Campus); Wednesdays 1:00-3:00pm *and* by appointment

Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Inbox in Webcourses

#### Graduate Teaching Assistant (GTA) Contact

GTA: Brenna Raisor

Office hours: TBA in Chat (for online office hours)

Contact: Inbox or Discussions

#### Course Information

Course Name: Birth to Death: Anthropological Perspectives on Human Growth

Course ID: ANT 4560 (0M01) Mixed Mode

Credit Hours: 3.0 hours

Semester/Year: Fall/2018

Location & Time: Thursdays 1:30-2:45 pm, CB1 122

#### University Catalogue Description

Evolutionary, ecological, historical and cultural perspectives on human growth, maturation, and aging.

#### Course Description

This course examines key issues in growth and development throughout the human life course, from conception until old age. An anthropological perspective encompasses the genetic, socio-cultural, and ecological determinants of human growth using a biocultural approach. A biocultural approach is one that emphasizes the impact human culture has on our biology and our bodies. This semester, we will discuss the various methods used to study human growth and explore these in more detail in the required lab exercises. We will also address the principles of growth as it relates to hormones, soft tissues, and skeletal and dental development throughout the life course, and how growth may be disrupted by intrinsic and/or extrinsic factors. Finally, we will explore issues of aging and senescence and how all these factors influence and shape public health measures.

Topics to be covered will include:

- The history and development of growth studies in anthropology
- Methodology employed to study human growth
- Evolutionary theory and human growth patterns
- Basic principles of human growth and development from conception through adulthood
- Growth during the various life stages
- Cross-cultural patterns of human growth
- Secular trends in human growth and development through time
- Public health measures related to growth and development

## Course Learning Objectives

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

- Understand how evolutionary theory can address questions about human growth and development
- Synthesize how multiple factors (biological, sociocultural, etc.) converge throughout the life course to generate differential health and well-being
- Apply collected human growth data to illustrate individual and group differences in human growth patterns
- Assess the various standards used in growth research for their appropriate applications in public health

## Course Format and Requirements

This is a **mixed mode course** meaning part of this course will be held **online** and is accessed through [Webcourses@UCF](mailto:Webcourses@UCF) or the [myUCF](#) portal. We will meet in class on **THURSDAYS**; **all other course content is posted online in the modules**. The modules may consist of supplemental lecture materials, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments and exams. The in-class format will be lecture/discussion. You are responsible for **all** material presented in class and on Webcourses.

This course format requires you to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Attend all in-class lectures and participate in class discussions
- Attend all scheduled labs and complete the required assignments by their due dates
- Complete a research paper and present it to the class by their due dates
- Complete three exams by their due dates

## Required Text (psst... there isn't one!)

There is **no required textbook** for this course. You will have many required readings, however I will provide you all readings electronically (.pdf's or weblinks) to you in the course modules. You're welcome!

## 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 professor 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.

## Student Evaluation

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

| Assignment                      | Percent | Description                                                                                       |
|---------------------------------|---------|---------------------------------------------------------------------------------------------------|
| Attendance & participation      | 5%      | Attendance and active participation during course meeting times                                   |
| Quizzes                         | 15%     | Module quizzes on lecture, readings and media                                                     |
| Lab Exercises (3)               | 20%     | In-class labs on human growth methods, data collection and analysis                               |
| Research paper and presentation | 20%     | Paper and presentation on approved topic relating to human growth and/or issues in growth studies |
| Exams (3)                       | 40%     | True/false, multiple choice, definition, short answer format                                      |

**Attendance and participation:** Be here. I am taking attendance! Trust me, you'll get more out of the course if you come to class. I expect everyone to participate in class discussions and activities. Also, this is 5% of your final grade so come to class!

**Quizzes:** Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. Quizzes are worth 15% of your final grade.

**Lab exercises:** You will have **three in-class hands-on labs** relating to human growth studies. You will be provided with the materials to collect the data needed to complete these labs. The labs will build on the lectures presented in class and prepare you for the next topics so it is important to attend and actively participate. You may work with a lab partner/s in class to complete the lab activities and required written portion, however each student will turn in his/her *own original work in your own words*. See below for statement on cheating and plagiarism. Labs are due the following week unless otherwise noted. There will be **no make-ups** for lab activities without proper documentation. If you miss an in-class lab you will be given an alternate assignment (likely a short research paper) to complete. Lab assignments are worth 20% of your final grade.

**Research paper and presentation:** You will write a 7- to 10-page research paper on an approved topic relating to human growth research. Your research paper will form the basis of your presentation you will give to the class at the end of the term. Your paper should address a problem, methodology, or you can highlight a NGO working on issues relating to human growth and health. You will first have a [topic approved](#) by me, followed by an [outline](#), and then your [final paper](#). This is to ensure you are keeping on track with your paper and that I can help you if you get stuck. Your [presentation](#) will consist of a 8 to 10-minute presentation (PowerPoint or similar) highlighting the major findings in your research paper. The presentation will be followed by a brief question period. Your final research presentations will take place **in class on Thursday, November 29 and Thursday December 6, 2018**. You are expected to be present and fully participate in both sessions. More details about your paper and presentation can be found by accessing the [Assignments](#) button. The topic, outline, research paper and presentation are worth 20% of your final grade.

**Exams:** There are **three** exams in this course. Exams will be **taken online** and are based on readings, lectures and any other materials presented in class and in the modules. Exams will consist of true/false, multiple choice, definitions, and short essay questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Exams are worth 40% of your final grade. The final exam is not cumulative and will be scheduled during finals week.

### **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**. Second, if you email me or your TA using your Knights account, include **ANT 4560M** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

**Other Important Things:** Classes start: **AUG 20**; Drop/swap deadline: **AUG 23**; Add deadline: **AUG 24**; Withdrawal deadline: **OCT 26**; Classes end: **DEC 1**. **The final exam is scheduled during finals week from DEC 3-7, 2018**. Check out [UCF's Academic Calendar](#) for other important dates.

**Really Important Things:** 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.

### **Academic Responsibility**

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, quizzes and exams on time and in a professional manner!

**Mixed Mode courses:** Taking courses with online components can be *more* difficult than taking traditional face-to-face courses because of the level of self-discipline needed to devote the time for coursework, meeting deadlines and keeping up with the online portion of course materials. Don't think that taking a mixed mode course is easier, it can actually be much more challenging and time intensive than many people think.

**Academic honesty:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and 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](#) for further detail. 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.** 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.\***

**Learning environment:** As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, please refrain from surfing the web, checking your email, YouTube-ing, FaceBook-ing, Tumblr-ing, or instant messaging as this is very distracting and disrespectful to those around you. Remember, your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

**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 in class or on the Discussion boards, assignments or other areas of the online classroom, **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.

### **Student Accessibility Services**

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 through Webcourses.

## ANT4560 Required Readings and Due Dates, Fall 2018

| Module   | Topic                     | Required Readings and Due Dates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module 1 | Growth and Growth Studies | <ul style="list-style-type: none"><li>Bogin B. 1999. Introduction. <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 1-17.</li></ul> <b>Quiz 1: due Sep 2</b>                                                                                                                                                                                                                                                                                                                                                                                                     |
| Module 2 | History of Growth Studies | <ul style="list-style-type: none"><li>Bogin B. 1999. Background to the study of human growth (Ch 1). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 18-53.</li><li>Tanner JM. 1998. A brief history of the study of human growth. In: Ulijaszek SJ et al. (eds.) <i>The Cambridge encyclopedia of human growth and development</i>. Cambridge: Cambridge University Press. pg 3-12</li></ul> <b>Quiz 2: due Sep 9</b>                                                                                                                                          |
| Module 3 | Measuring Growth          | <ul style="list-style-type: none"><li>Bogin B. 1999. Basic principles of human growth (Ch 2). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 54-97.</li><li>Bogin B, Varela-Silva M. 2010. Leg length, body proportion, and health: A review with a note on beauty. <i>International Journal of Environmental Research and Public Health</i> 7: 1047-1075.</li><li>Johnston F. 1998. Anthropometry. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 26-29.</li></ul> |

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|                                                                                                 |                                 | <ul style="list-style-type: none"> <li>• Cole TJ. 1998. The use of growth references. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 80-83.</li> </ul> <p><b>Quiz 3: due Sep 16</b></p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Lab 1 In Class: Sep 20</b>                                                                   |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Module 4                                                                                        | Evolution of Human Growth       | <ul style="list-style-type: none"> <li>• Bogin B. 1999. The evolution of human growth (Ch 3). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 98-152.</li> <li>• Rosenberg K. and Trevathan W. 2001. The evolution of human birth. <i>Scientific American</i> p.80-85.</li> <li>• Trevathan W. 2010. Welcome to the world (Ch 5). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 90-107.</li> </ul> <p><b>Quiz 4: due Sep 23</b></p>                                                                                                                                                 |
| Module 5                                                                                        | Prenatal Growth and Development | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 153-173) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 153-173.</li> <li>• Trevathan W. 2010. Staying pregnant (Ch 4). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 75-89.</li> <li>• O'Rahilly R and Müller F. 1998. Developmental morphology of the embryo and fetus. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 161-162.</li> </ul> <p><b>Quiz 5: due Sep 30</b></p> |
| <b>Exam 1 (available online from 8:00am, THURSDAY SEP 27 to 11:59pm on SUNDAY SEP 30, 2018)</b> |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Module 6                                                                                        | Infancy and Breastfeeding       | <ul style="list-style-type: none"> <li>• Trevathan W. 2010. The greasy, helpless, one-hour-old human newborn (Ch 6). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 108-121.</li> <li>• Trevathan W. 2010. Women are defined by their breasts (Ch 7). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 122-144.</li> </ul> <p><b>Lab 1: due Oct 4</b><br/> <b>Topic Approval: due Oct 4</b><br/> <b>Quiz 6: due Oct 7</b></p>                                                                                                                          |
| <b>Lab 2 In Class: Oct 18</b>                                                                   |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Module 7                                                                                        | Growth in Infancy and Childhood | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pg 173-201). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 173-201.</li> <li>• Grantham-McGregor et al. 2007. Developmental potential in the first 5 years for children in developing countries. <i>The Lancet</i> 368(9555): 60-70.</li> <li>• Lejarraga H. 2012. Growth in infancy and childhood: A pediatric approach (Ch. 2). <i>Human Growth and Development, 2nd Ed</i>. London: Academic Press, pg 23-56</li> </ul> <p><b>Quiz 7: due Oct 14</b></p>                                                                                          |

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| Module 8                                                                                        | Adolescence and Puberty        | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 201-217) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 201-217.</li> <li>• Hauspie R and Roelants M. 2012. Adolescent growth (Ch. 3). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 57-80.</li> <li>• Ellison PT and Reiches MW. 2012. Puberty (Ch. 4). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 81-108.</li> </ul> <p><b>Quiz 8: due Oct 21</b></p>                                                                                                                                                                                                                                                                                                                                                                |
| Module 9                                                                                        | Factors Influencing Growth     | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Environmental factors influencing growth (Ch 6) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 268-328.</li> <li>• Norgan NG, Bogin B, Cameron N. 2012. Nutrition and growth (Ch. 6). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 123-152.</li> <li>• Steckel RH. 2012. Social and economic effects on growth (Ch. 9). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 225-244.</li> </ul> <p><b>Quiz 9: due Oct 28</b></p>                                                                                                                                                                                                                                                                                                                                              |
| <b>Exam 2 (available online from 8:00am, THURSDAY OCT 25 to 11:59pm on SUNDAY OCT 28, 2018)</b> |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Module 10                                                                                       | Adulthood and Senescence       | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 217-224) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 217-224.</li> <li>• Trevathan W. 2010. If reproduction is what it's all about, why does it stop? (Ch 9). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 156-170.</li> <li>• Trevathan W. 2010. What good are old women? Quite a lot, thank you (Ch 10). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 171-184.</li> <li>• Brown D. 2010. Life span: Aging and senescence (Ch 10). <i>Human Biological Diversity</i>. Boston: Prentice Hall, pg 181-200.</li> </ul> <p><b>Lab 2: due Nov 1</b><br/> <b>Research Paper Outline: due Nov 1</b><br/> <b>Quiz 10: due Nov 4</b></p> |
| Module 11                                                                                       | Changing Human Growth Patterns | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Growth variation in living human populations (Ch 5). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 225-267.</li> <li>• Lindgren G. 1998. Changing human growth patterns. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 380-386.</li> <li>• Goodman AH. 1998. Skeletal growth and time of agricultural intensification. In: Ulijaszek SJ et al (eds) <i>The Cambridge</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                |

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|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                              |                                         | <p><i>Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 387-389.</p> <ul style="list-style-type: none"> <li>• Floud R. 1998. Physical growth during industrialization. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 391-392.</li> <li>• Ulijaszek S. 1998. Modernization and growth. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 402-403.</li> </ul> <p><b>Quiz 11: due Nov 13</b></p> |
| <b>Lab 3 In Class: Nov 15</b>                                                                                                                |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Module 12                                                                                                                                    | Genetic and Endocrine Control of Growth | <ul style="list-style-type: none"> <li>• Bogin B. 1999. Genetic and endocrine regulation of human growth (Ch 7). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 329-386.</li> <li>• TBA</li> </ul> <p><b>Quiz 12: due Nov 18</b></p>                                                                                                                                                                                                                                                                                                                                                    |
| Module 13                                                                                                                                    | Biocultural Views on Human Growth       | <ul style="list-style-type: none"> <li>• Bogin B. 1999. A biocultural view of human growth (Ch 8). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 387-398.</li> <li>• TBA</li> </ul> <p><b>Quiz 13: due Nov 26</b></p>                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Research Paper and Presentation: due by 1pm Nov 29; Begin in-class presentations, finish Dec 6</b></p> <p><b>Lab 3: due Nov 29</b></p> |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Exam 3 (available online from 8:00am, MONDAY DEC 3 to 11:59pm on FRIDAY DEC 7, 2018)</b>                                                  |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

|               |                                                                           |                      |                                                                           |
|---------------|---------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------|
| 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><a href="mailto:tomlee@knights.ucf.edu">tomlee@knights.ucf.edu</a></i> |

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

|   |   |            |                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |
|---|---|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | M | Sept<br>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<br>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<br>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<br>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>                                                                                                    |

|    |   |           |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 9  | M | Oct<br>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<br>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<br>29 | <p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session<br/>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<br>5  | <p>Visualization and Virtual Reality</p> <p>Classroom session<br/>Visualization Lab and<br/>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<br>12 | Veterans Day – No Classroom Session                                                                                                                                                                     |                                                                                                                                                                                                                                                                            |
| 14     | M | Nov<br>19 | <p>Visualization Project Showcase</p> <p>Visualization Projects Showcase and<br/>Proposal Preparation Class</p> <p><b>ASSIGNMENT: Visualization Lab Due, Monday Nov 19 at start of class</b></p>        |                                                                                                                                                                                                                                                                            |
| 15     | M | Nov<br>26 | <p><b>STUDENT PRESENTATIONS</b></p> <p><b>ASSIGNMENT DUE AT START OF CLASS</b><br/>Monday Nov 26<br/>Undergraduate Grant Application (8-10 pages)<br/>Graduate Grant Application (10 pages)</p>         |                                                                                                                                                                                                                                                                            |
| Finals | M | Dec<br>3  | <p><b>STUDENT PRESENTATIONS</b></p> <p>*Note Different Time: 10:00-12:50pm</p>                                                                                                                          |                                                                                                                                                                                                                                                                            |

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