

ANG 5486: Quantitative Research in Anthropology

Course Information

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

Class Number: 82893

Course ID: 044778

Dates: 8/28/19 – 12/11/19

Course Type: Face to Face Instruction (P)

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

Credit Hours: 3.0

Semester/Year: Fall 2019

Location: Psychology Building (PSY), Room 107

Day/Time: Wednesdays 3:30 PM – 6:20 PM (see schedule below)

Professor Information

Professor: Kelly Heim, Ph.D.

Office: HPH 311A (check in with desk attendant in 309F)

Office Phone: (407)823-2124

Office Hours: Mondays and Wednesdays 2:00 PM – 3:00 PM, or by appointment

E-mail: WebCourses e-mail (best way to contact me) or kelly.heim@ucf.edu

University Course Catalog Description

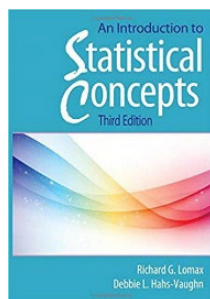
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Course Overview and Goals

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

Required Textbooks

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



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

Additional Required Reading

Numerous PDFs of published manuscripts will be provided through Webcourses.

Required Software

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

Grading

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

1. Financial aid requirement (10 points)
2. Lead class discussions (5 per semester – 20 points each)
3. Participate in all class discussions (60 points)
4. Homework assignments (8 per semester – 10 points each)
5. Approval of final dataset (10 points)
6. Written plan for final dataset analysis (10 points)
7. Final dataset analysis presentation (50 points)
8. Final dataset written analysis (100 points)

Total = 420 points

Grading Scale

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92.5-100%	90-92.4%	87.5-89.9%	82.5-87.4%	80-82.4%	77.5-79.9%	72.5-77.4%	70-72.4%	67.5-69.9%	62.5-67.5%	60-62.4%	0-59.9%

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (8/30).** This discussion will be a way for me to gauge your current familiarity with statistics, as

well as to let me know what you hope to gain from this class. Your post in this discussion board will be worth 10 points.

Graduate-Student Led Discussion Information and Requirements

Statistics are everywhere. Most articles you read will discuss qualitative and/or quantitative statistics in some manner or another. During this semester, you will be responsible for leading class discussions on assigned journal articles. For these exercises, the goal is to intellectually digest the articles and relate them back to what we are learning in class. You may have to do additional research beyond the assigned materials, and I encourage this. Ultimately, you should be able to read *and* critique assigned reading materials based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and do not overstate results (also where relevant). This skill takes time to develop, and I expect everyone to get better at it as class progresses. **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other, but do so in a polite and respectful way.

Discussion Leaders (5 per semester – 20 points each):

- Provide students and instructor with printed copy of an outline of the article – brief summary or description and 3 discussion prompts that relate the article to course material.
- Verbally summarize the article and discuss its merits, particularly with respect to their use of statistics (if applicable). Focus on strengths *and* weaknesses!
- Graded based on quality of outline and ability to lead and facilitate discussions for an appropriate amount of time.

Participation (60 points):

- Come prepared to discuss the assigned articles – read, take notes, bring any questions you might want the discussion leaders to clarify.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

Homework Description and Requirements

During the semester, you will complete a total of 8 homework assignments. Each homework assignment will be worth 10 points. Homework assignments are designed to provide evidence of mastery of course concepts. There will be devoted class time to work on homework assignments, but you will likely need extra time outside of class to finish. Homework assignments will be found on WebCourses under the “Files” link the day before they are assigned. Students will turn in a printed copy of the homework assignment at the beginning of class (3:30 pm) on the due date. Typically, I will not accept late homework assignments unless there are special circumstances with documentation. When I approve a late assignment, you will lose 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment.

Dataset Analysis: Presentation and Written Analysis

Your big project for the semester will be an individual dataset analysis. You will need to present your results two ways: during class in a presentation format and in a written format due by the date of our final exam (Dec. 11th, 4 pm EST). Your data should include both qualitative (e.g., sex, ancestry, location, etc.) and quantitative (e.g., craniometrics, artifact count, item weight, etc.) variables, and you should have *at least* 30 data points. The end goal is for you to come up with a hypothesis and test it using appropriate statistical means. *More information in Dataset Analysis Handout on WebCourses.*

Approval of Dataset (10 points) – The dataset you will be using for your final analysis must be approved by the instructor before the beginning of class on September 11th.

Written Plan for Dataset Analysis (10 points) – You will turn in a printed proposal for your dataset analysis by the beginning of class on October 30th.

Dataset Presentation (50 points) – At the end of the semester, you will give a 12-minute presentation of your analysis results to the class, and you will be expected to answer at least 3 minutes of questions afterwards. Your job during this presentation is to walk us through every part of the analysis, including all details of the figures and tables, and you must email your presentation to me before class on the day you present.

Dataset Written Analysis (100 points) – Finally, you will write up a report describing the statistical choices that you made throughout the analysis of your dataset, due by December 11th at 4 pm EST. This report should include the types of statistical tests conducted, why those tests were appropriate based on your data, and a written description of results from the tests that you chose to conduct. Your final written analysis should essentially be the written version of what you presented to the class.

Instructions to Save and Load Datasets

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

Rules of Conduct Statement

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open SPSS, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to

download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://academicintegrity.org/>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

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* <https://goldenrule.sdes.ucf.edu/>. 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 <https://goldenrule.sdes.ucf.edu/zgrade/>.

Course Accessibility Statement

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

Campus Safety Statement

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

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

Make-Up Assignments for Authorized University Events or 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 at: <<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:
<<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

Deployed Active Duty Military Students Statement

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

Important Dates

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

Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due
Aug. 28	Introduction to course and syllabus	N/A	Contribute to “Beginning of Class” discussion board by August 30 th , 11:59 pm EST to verify academic engagement.
Sept. 4	Research presentation and communication; Scientific method; Quantitative research in anthropology	Peregrine et al. 2012; Fuentes et al. 2010; Aldenderfer 1998; American Antiquity 1976	
Sept. 11	Introduction to statistics; Evolutionary research	Lomax Chapters 1 & 2 Gould 1982; Bradley 2008; Wynn 2002	Dataset for final analysis must be approved
Sept. 18	Data representation; Research visuals; Human origins and primate research	DeSilva and Lesnik 2008; Carvalho et al. 2009; Ruiz-Lopez et al. 2016	Homework 1 due beginning of class
Sept. 25	Univariate population parameters and sample statistics; Human biology and race research	Lomax Chapter 3 Relethford 2009; Gravlee 2009	
Oct. 2	Normal distribution and standard scores; Human variation and diversity research	Lomax Chapter 4 Bastir et al. 2011; Jablonski and Chaplin 2012; Perez and Monteiro 2009; Holliday and Falsetti 1999	Homework 2 due beginning of class
Oct. 9	Research planning and presentation; Bioarchaeology research	Agarwal 2012; Kutterer and Alt 2008; McIlvaine et al. 2014	Homework 3 due beginning of class
Oct. 16	Introduction to probability and sample statistics; Forensic anthropology research	Lomax Chapter 5 Adams et al. 2019; Wescott et al. 2018; Hulse et al. 2019	
Oct. 23	Workshop for dataset analysis	N/A	Homework 4 due beginning of class

Oct. 30	Introduction to hypothesis testing; Inferences about a single mean; Zooarchaeology research	Lomax Chapter 6 Quinn et al. 2008; Grayson and Frey 2004; Taylor et al. 2015	Plan for final dataset analysis due beginning of class
Nov. 6	Inferences about the difference between two means; Biomedical anthropology research	Lomax Chapter 7 Johnston and Low 1984; Hill et al. 2011; McDade 2001	Homework 5 due beginning of class
Nov. 13	Non-parametric alternative tests; Morphometrics research	Madrigal Chapter 7 Ward 1989; Farkas 2004; DeLeon 2007	Homework 6 due beginning of class
Nov. 20	Inferences about proportions; Spatial analysis research in bio anth and arch	Lomax Chapter 8 Heim et al. 2016; Ungar 2004; Theunissen et al. 1998; Wernke 2012	Homework 7 due beginning of class
Nov. 27	No class – Happy Thanksgiving!		
Dec. 4	N/A	Final dataset presentations	*Homework 8 due beginning of class
Dec. 11	Finals Week	N/A	Final dataset analysis write-up due by 4 pm EST

*You have two weeks to complete Homework 8 since its due date would fall on Thanksgiving break, but you are free to turn it in as soon as you are finished!

Syllabus & Course Outline



ANG5525C: 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 2019</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>1:30-2:45pm (Lecture) 3:30-4:50PM (Tuesday lab)</i>
Website:	<i>Canvas</i>	Class Location:	<i>MSB 149</i>
Office Hours:	<i>Thursday: 11:00am to 1:00 pm appointment</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

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- 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, 7th edition, by Frank Netter

Publisher: Saunders, ISBN: 9780323393225

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 600 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 30 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 30, 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.

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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.

Outline, Presentation and Literature Review Paper (160 points)

You will be required to write a fully referenced (AJPA style) literature review paper that is a minimum of 20 pages not including, cover page, literature cited, figures (including flow chart) and tables (double spaced, 1 inch margins, and Times New Roman Font). The subject of your paper will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz no later than September 3. Your outlines are due October 8 and should be a maximum of three pages not including references). Website references are not permitted, while your outline should include a minimum of 20 references, your final paper should have over 30 citations. I am happy to review complete drafts of your paper to provide feedback if you submit them by November 7. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations will occur on November 26 (time to be determined), and final paper drafts will be due on December 3 by 3:30 pm. Refer to handout for specific directions.

- September 3: Approved paper topics – nothing to turn in
- October 8: Paper outlines and Bibliography
- November 7: Complete draft of paper (optional)
- November 26: Presentations
- December 3: Final day to turn in completed paper (3:30 pm)

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

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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.

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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 26-30
- Drop/Swap Deadline August 29
- Add Deadline August 30
- Withdrawal Deadline November 1
- Grade forgiveness Deadline December 4

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. 27	Introduction; Basic Bone Biology & Anatomical Terminology Discuss Poster Topics		Chp. 2
				Introduction to the lab	
	Th	Aug. 29	Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game)		Chps. 2 & 3; handout
2	Tu	Sept. 3	Hyoid & Vertebral Column		Chp. 6
				Bone Biology, Hyoid & Vertebra	
	Th	Sept. 5	Sternum & Ribs		Chp. 7
3	Tu	Sept. 10	Skull –Calvarium and Mandible		Chp. 4
				Skull	

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	Th	Sept. 12	Skull -Splanchnocranium Quiz 1		Chp. 4
4	Tu	Sept. 17	Skull Fragments		Chp. 4
				Exam #1; Review Skull	
	Th	Sept. 19	Study for Exam #1		Chp. 4; handout
5	Tu	Sept. 24	Exam Practical Prep: No Class		Chp. 5; handout
				Exam #1	
	Th	Sept. 26	Dentition		Chp. 5; handout
6	Tu	Oct. 1	Clavicle & scapula		Chp. 8
				Dentition, Clavicle & Scapula	
	Th	Oct. 3	The Arm		Chp. 9
7	Tu	Oct. 8	The Arm		Chp. 9
				Arm	
	Th	Oct. 10	Hand & wrist Quiz 2		Chp. 10
8	Tu	Oct. 15	Os Coxa and the Leg		Chps. 11 and 12
				Exam # 2 Review; Hand, Wrist and Os Coxa	
	Th	Oct. 17	Study for Exam #2		Chp. 12
9	Tu	Oct. 22	Exam Practical Prep: No Class		
				Exam #2	
	Th	Oct. 24	Tarsals & foot bones		Chp. 13
10	Tu	Oct. 29	Lab activities		
				Leg, Ankle & Foot	
	Th	Oct. 31	Biological Profile: Sexing the Skeleton		Chp. 18
11	Tu	Nov. 5	Biological Profile: Aging Dentition		Chp. 18
				Biological Profile: Sexing the Skeleton	
	Th	Nov. 7	Skeletal Pathological Conditions		Chp. 19
12	Tu	Nov. 12	Skeletal Pathological Conditions		Chp. 19
				Exam #3 Review; Biological Profile: Aging Dentition	
	Th	Nov. 14	Study for Exam #3		
13	Tu	Nov. 19	Exam Practical Prep: No Class		
				Exam #3	
	Th	Nov. 21	Growth and Development		Chp. 3; handout
14	Tu	Nov. 26	Student Presentations		
				Student Presentations; Pathology	
	Th	Nov. 28	Thanksgiving: No Class		
15	Tu	Dec. 3	Final Exam Review		
				Final Exam Review	
	Th	Dec. 5	Course wrap up		
16	Th	Dec. 10	FINAL EXAM 1:00-3:50pm		

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 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.

ANG5525c: Human Osteology

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 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 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:

ANG5525c: Human Osteology

- 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.
- **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!!!!!!



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 2019</i>
Office:	<i>Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>10:30am – 1:20pm</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>PSY 0110</i>
Office Hours:	<i>Dr. Branting Th 2:00-4:00 or by appointment</i>	TA:	<i>Jessica Robkin</i>
	<i>Jess M 12:30-2:00, W 10:00-11:30, or by appointment</i>	TA email:	<i>Jessica.Robkin@ucf.edu</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. The following texts are also required for the course:

- Bolstad, P. (2016): GIS Fundamentals: A First Text on Geographic Information Systems (5th 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. Alternative assignment due dates will be provided when an excuse has been granted by the professor. 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. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday of Week 1, August 30 th , at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Thursday at 10:30am 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	Thursday November 21 th at 10:30am	45%	45
Oral Presentation of Project	Assigned Classroom Period in Week 13 and Finals Week (15)	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

Academic Integrity and 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 (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). 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.

Course Accessibility

Both I and 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.

University Writing Center: The University Writing Center (<https://guides.ucf.edu/writingcenter>) 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

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.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>.
- 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

For more information see: 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 (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

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. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with an alternative time for their presentations.

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 are available through the UCF Library.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Aug. 29	What is GIS Course Introduction, What is GIS, Assignment of GIS Examples, Syllabus Quiz ASSIGNMENT: Syllabus Quiz due Fri. Aug. 30th, 3pm	Bolstad pp. 1-24 Wheatley and Gillings pp. 1-21

2	Th	Sept. 5	<p>GIS Projects - Data and basic manipulation</p> <p>Classroom session with GIS Examples from Class and Introduction to GIS Lab</p> <p>ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)</p>	<p>Wheatley and Gillings pp. 23-58;</p> <p>Bolstad pp. 170-193; 373-419; 617-636</p> <p>For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 29-169.</p>
3	Th	Sept 12	<p>Data Collection, Surveys, Surveying</p> <p>Classroom session and GIS Data Lab</p> <p>ASSIGNMENT: Introduction to GIS Lab Due, Thursday Sept 12 at start of class</p>	<p>Wheatley and Gillings pp. 59-87</p> <p>Bolstad pp. 331-364; 297-327</p> <p>For additional information on GPS and surveying see: Bolstad pp. 203-239.</p>
4	Th	Sept 19	<p>Remote Sensing</p> <p>Classroom session and Remote Sensing Lab</p> <p>ASSIGNMENT: GIS Data Lab Due, Thursday Sept 19 at start of class</p>	<p>Bolstad pp. 247-291</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>
5	Th	Sept 26	<p>Quantitative and Qualitative Data</p> <p>Classroom session and Integration Lab</p> <p>ASSIGNMENT: Remote Sensing Lab Due, Thursday Sept 26 at start of class</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>

6	Th	Oct 3	<p>Perception – Viewsheds, Soundsheds, Smellsheds</p> <p>Classroom session and Perception Lab</p> <p>ASSIGNMENT: Integration Lab Due, Thursday Oct 3 at start of class</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>
7	Th	Oct 10	<p>Transportation and Movement</p> <p>Classroom session and Transportation Lab</p> <p>ASSIGNMENT: Perception Lab Due, Thursday Oct 10 at start of class</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>
8	Th	Oct 17	<p>Location – Boundaries, Borderlands, Central places, Spatial Hierarchies</p> <p>Classroom session and Location Theory Lab</p> <p>ASSIGNMENT: Transportation Lab Due, Thursday Oct 17 at start of class</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>
9	Th	Oct 24	<p>Demography – Population, Densities, Interactions</p> <p>Classroom session and Demography Theory Lab</p> <p>ASSIGNMENT: Location Theory Lab Due, Thursday Oct 24 at start of class</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>

10	Th	Oct 31	<p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session Spatial Analysis Lab and Proposal Preparation</p> <p>ASSIGNMENT: Demography Theory Lab Due, Thursday Oct 31 at start of class</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>
11	Th	Nov 7	<p>Visualization and Virtual Reality</p> <p>Classroom session Visualization Lab and Proposal Preparation</p> <p>ASSIGNMENT: Spatial Analysis Lab Due, Thursday Nov 7 at start of class</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>
12	Th	Nov 14	<p>Visualization Project Showcase</p> <p>Visualization Projects Showcase and Proposal Preparation Class</p> <p>ASSIGNMENT: Visualization Lab Due, Thursday Nov 14 at start of class</p>	
13	Th	Nov 21	<p>STUDENT PRESENTATIONS</p> <p>ASSIGNMENT DUE AT START OF CLASS Thursday Nov 21 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)</p>	
14	Th	Nov 28	<p>Thanksgiving Holiday: No Class</p>	

15	Th	Dec 5	STUDENT PRESENTATIONS *Note Different Time: 10:00-12:50pm	
Finals	Th	Dec 12		

Article Bibliography

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Proseminar in Anthropology

ANG 6002 (0001) ▪ Fall 2019

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

Course Information

Course Name:	Proseminar in Anthropology
Course ID:	ANG 6002 (0001) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Howard Phillips Hall 409M / Mondays 6:00-8:50pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Wednesday 9:30-11:30 AM via Chat
In Office Hours:	Wednesday 9:30-11:30 AM (or by scheduled appointment)
E-mail:	lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology. **Prerequisites:** Admission to Anthropology MA, PhD or CI.

What is this course about?

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

What skills will I develop in this course?

Considering the multidisciplinary nature of anthropology, emphasis is placed on building general and personal professional career knowledge, a professional portfolio representing your abilities, and proficiency in research design.

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

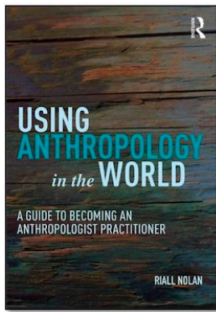
- Define and describe your goals in pursuing anthropology as a career.
- Demonstrate basic skills of research design, method application and formulation of research questions
- Provide a professional portfolio and skill evaluations for employment
- Describe the grant writing and publishing processes
- Discuss academic and non-academic career paths and practitioner opportunities
- Understand the necessity of professional ethics, advocacy and actionable solutions

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level graduate 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.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

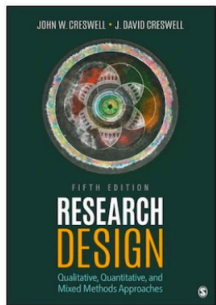
The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for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



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

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

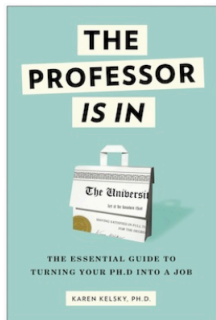
Available in paperback, [eBook](#) and rental formats



Research Design

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

Available in paperback, eBook and rental formats



The Professor Is In: The Essential guide to Turning Your PhD Into a Job

Author: K. Kelsky
Edition: 1st edition
Year: 2015
Publisher: Three Rivers Press
ISBN: 9780553419429

Available in paperback and eBook formats

How should I plan my course time?

While I can provide general guidelines based on past students experiences, everyone learns and works 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**.

We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week discussing assigned reading, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading and work through required activity 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 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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 embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

What are the course requirements?

The Fall 2019 semester begins on **August 26, 2019** and ends on **December 11, 2019**. Over this period, you will be expected to:

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Mondays from 6:00-8:50pm
- review online learning materials and assigned readings;
- submit 10 career activity assignments;
- submit 8 research design assignments;
- submit 4 professional portfolio assignments;
- produce a "Five-Minute Teach" poster and present in a final course seminar.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings, media content, graded assignment instructions, and links to information websites. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments). 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.

Please do not be tempted to skip a week of class content and reading 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. If you need any assistance with course materials or assignments, please visit my **open face-to-face office hours in Howard Philips Hall 309F on Wednesdays from 9:30-11:30am**. If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

How do I get started in the course?

After reading this 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, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

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 start on the [REQUIRED ACTIVITY: Expectations and Takeaways](#) assignment in the COURSE INTRO: Things You Should Know by **11:59pm EST** on **AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your graduate funding.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required & Career Activities (10)	100	30%
Research Design Activities (8)	160	30%
Professional Portfolio (4)	100	20%
Final Project Poster & Presentation	100	20%
<i>Total Possible</i>	460	100%

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

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief assessment your expectations and what you would like to take away from this course.
- **Career Activities:** These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist practitioner.
- **Professional Portfolio:** You will need to produce four documents (e.g., CV or resume) that reflect your experiences, goals and abilities as a researcher, teacher, prospective employee, and professional writer.
- **Research Design Activities:** These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. You will be working on these assignments with the outcomes directed toward producing your MA/PhD research proposal.
- **Poster and Presentation:** You will produce a "Five-Minute Teach" poster and presentation based on the anthropological topic of your choice. You are expected to present your work during a final course seminar.

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

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

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

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, activity grades will be available within three-to-five days after the final due date. For most professional portfolio assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

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

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

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

- If you are **representing UCF in an authorized event or activity** (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 or National Guard** 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 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.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss a class meeting**, 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 meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

Is the course accessible for students with disabilities?


UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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 or other assigned work, it is your responsibility to make the necessary arrangements to write your exams or complete the work within the SAS facilities.**

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?

UCF 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.

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. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online and in-class discussions**.

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. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [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.

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. Academic misconduct of any kind on an exam or any other assignment in this course 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). All academic integrity issues 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 academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not share answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **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.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses email inbox?

Our **official mode of communication is the secure WebCourses Inbox messaging system**. This ensures 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 me. 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 may only check my UCF email once, if at all, during the weekend hours 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 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**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all assignments will be submitted and/or graded through WebCourses. At a minimum, you will need:

- 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 for the Web/PowerPoint app, or the equivalent (through [Office 365](#)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](#) for technical support assistance with the most current versions of these products.

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 for assistance 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 WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist 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**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

Can I use external study groups and course websites?

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.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright and UCF Rules of Conduct and may face serious penalties**. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will 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 blogs or wikis. While some of these might be related to required assignments or course materials, **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. If you have any concerns about this, please contact your professor.

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.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 [UCF video](#).






















What is my course discussion and assignment schedule?

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

Your discussion 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 and described in each learning module.

Date	Details	
Fri Aug 30, 2019	 REQUIRED ACTIVITY: Expectations and Takeaways	due by 11:59pm
Sun Sep 1, 2019	 CAREER 1: Relevancy Transcript	due by 11:59pm

Sun Sep 8, 2019	 CAREER 2: Practitioner Interview	due by 11:59pm
	 RESEARCH 1: Selecting a Research Worldview	due by 11:59pm
Sun Sep 15, 2019	 CAREER 3: T-Shapes and Objectives	due by 11:59pm
	 RESEARCH 2: Mapping Literature Reviews	due by 11:59pm
Sun Sep 22, 2019	 CAREER 4: Academic Job Postings and Descriptions	due by 11:59pm
Sun Sep 29, 2019	 RESEARCH 3: The Theoretical Lens	due by 11:59pm
Sun Oct 6, 2019	 RESEARCH 4: Good Writing = Good Science?	due by 11:59pm
Sun Oct 13, 2019	 CAREER 5: CV / Resume Review	due by 11:59pm
	 RESEARCH 5: Having a Hook	due by 11:59pm
Sun Oct 20, 2019	 CAREER 6: Applied Job Postings and Descriptions	due by 11:59pm
	 RESEARCH 6: Stating Your Purpose	due by 11:59pm
Wed Oct 23, 2019	 PORTFOLIO 1: CVs and Resumes	due by 11:59pm
Sun Nov 3, 2019	 PROJECT: Proposal	due by 11:59pm
	 RESEARCH 7: Central and Associated Questions	due by 11:59pm
Wed Nov 6, 2019	 PORTFOLIO 2: Teaching Assignment	due by 11:59pm
Sun Nov 10, 2019	 CAREER 7: Go SWOT Yourself	due by 11:59pm
Wed Nov 13, 2019	 PORTFOLIO 3: Research / Diversity / Personal Statement	due by 11:59pm
Sun Nov 17, 2019	 CAREER 8: Show Me the Money	due by 11:59pm
Wed Nov 20, 2019	 PORTFOLIO 4: Cover Letter	due by 11:59pm
Sun Nov 24, 2019	 CAREER 9: Rules of Engagement	due by 11:59pm
	 RESEARCH 8: Experiments and Surveys	due by 11:59pm
Sun Dec 1, 2019	 CAREER 10: Professional Work/Life Balance	due by 11:59pm
	 PROJECT: Poster Proposal	due by 11:59pm
Mon Dec 9, 2019	 PROJECT: Seminar Presentation	due by 1pm

Course Syllabus

[Jump to Today](#)

Course Information

Course name:	Ethics in Anthropology
Course ID:	ANG 6003-0001
Credit hours:	3.0 hours
Semester/year:	Fall 2019
Location & time:	Thursday 6-8:50pm, HPH 409M

Instructor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Phillips Hall 409L
Office hours:	T, TH10-11:30 or by appointment
Phone:	407-823-4964
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

Ethical issues and concepts practitioners of integrative anthropological sciences confront across various academic, research, and public domains. **Prerequisites:** Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I.

Course Overview

This course examines a range of ethical issues and concepts anthropological practitioners increasingly confront across various academic, research, and public domains. Growing recognition among institutions, professional organizations, and individuals for the need to ethically treat the communities, populations, material remains, and cultural heritages of those anthropologists traditionally study has assumed newfound urgency over recent years. The challenges faced by cultural anthropologists, archaeologists, and bio-/physical anthropologists on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important implications for how future anthropological research is conducted and how the discipline is perceived in many mainstream contexts.

What textbooks will I need?

There are no required textbooks for this course. Weekly readings will be a combination of journal articles, book chapters, and other professional and popular writings.

What are the course requirements?

This course begins on **August 26, 2019** and ends on **December 11, 2019**. Over this period, you will be expected to:

- Review online module materials and assigned readings
- Complete an online, course initiation activity
- Participate in all class discussions, class presentations, and course activities
- Write two annotations of peer-reviewed publications each week, which will be compiled into a course bibliography
- Write ten reflection papers based on the weekly readings
- Write a problem-based research paper (including a prospectus, first draft, critique, and final draft), which will be presented in a final professional seminar

Modules will open on an assigned schedule and all assignments are **due on specific dates** throughout the course (see schedule below). All graded work **will be submitted online**.

Please note the due dates carefully. It is **your responsibility to be aware of all due dates** for this course.

How will I be evaluated and graded?

You can access your scores for your graded work through the 'Grades' link in the main course menu. It is **your responsibility to check on your grades throughout the course**. Please allow for a reasonable amount of time to pass for the grading process to occur. All student grades for each assignment will be released (unmuted) to the roster at the same time. If you see a problem with your score **after the grade column has been released**, please notify me during office hours or by using the Canvas Inbox and I will rectify the problem as soon as possible. Questions regarding any scores must be addressed **within two weeks of the grade being released**.

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

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

Assignment	Points	Percentage
Attendance and Participation	25	5
Papers	100	20
Bibliography	100	20
Draft	50	10
Critique	25	5
Final Paper	100	20

Presentation 100 20

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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	77 - 79%
A-	90 - 94%	C	74 - 76%
B+	87 - 89%	C-	70 - 73%
B	84 - 86%	D	60 - 69%
B-	80 - 83%	F	59% or less

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

What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, 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 any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

Only students who can provide a **valid documented excuse** to verify the reason for their absence will be allowed the opportunity to complete make-up work. Unexcused late assignments are not accepted after their due date. To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for assignment due dates.

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on 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' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](#) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](#) for further information. All written work in this course is **automatically submitted and reviewed** for plagiarism 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 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

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**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **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.

All communication between student and instructor and between student and student should be respectful and professional. Please be aware that any correspondence regarding assignments, grades, or class materials **must utilize the Canvas or UCF Knight's Mail system**.

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

How do I receive disability accommodations?

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. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

What are the course technology and software requirements?

You are expected to have reliable access to a computer and the Internet for this course. You are also expected to have Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer that you commonly access so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following web sites to access and install or upgrade versions of these products:



<http://get.adobe.com/reader/> (<http://get.adobe.com/reader/>)



<http://get.adobe.com/flashplayer/> (<http://get.adobe.com/flashplayer/>)



<http://www.microsoft.com/en-eg/download/details.aspx?id=13>
(<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)

You must have access to a computer twice a week at the very least. If you do not own a computer, there are student accessible computers in all of UCF's computer labs and in our department Graduate Students computer lab in HPH 309. For further information on UCF campus computer labs and a schedule of hours, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>.
(<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

Canvas has an online tracking system where instructors can review a student's progress while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. Therefore, the 'Bill Gates ate my homework' excuse **can be traced and verified**. If you are having problems in submitting your work, please contact the instructor so I can point you in the right direction to receive assistance. The most common form of help is technical assistance provided by OnlineSupport@UCF. (<http://learn.ucf.edu/support/>)

What about copyright and third-party software?

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. 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.

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class **without my authorization**. Please be aware

that **this is a violation of copyright** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. **Use these materials at your own risk.**

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you **will not** need to make 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 instructor or [OnlineSupport@UCF. \(http://learn.ucf.edu/support/\)](http://learn.ucf.edu/support/)

Where can I find the course reading and assignment schedule?

Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics and **due dates for assignments can be found in the tables below. The schedule of assigned readings can be found using the 'Modules' link in the menu on the left.**

Date	Topic
Aug 29	NO CLASS - FOOTBALL GAME
Sep 5	Introduction and Orientation
Sep 12	Sub-disciplinary Codes of Ethics
Sep 19	Ethics in Biological Anthropology I
Sep 26	Ethics in Biological Anthropology II
Oct 3	Ethics in Biological Anthropology III
Oct 10	Ethics in Archaeology I
Oct 17	Ethics in Archaeology II
Oct 24	Ethics in Archaeology III
Oct 31	Ethics in Cultural Anthropology I
Nov 7	Ethics in Cultural Anthropology II
Nov 14	Ethics in Cultural Anthropology III
Nov 21	Presentations and Discussion
Nov 28	NO CLASS - THANKSGIVING
Dec 5	NO CLASS - Final Paper due

Course Summary:

Date

Details

Course Syllabus

[Jump to Today](#)



ANG 6168: The Ancient Maya

Department of Anthropology

College of Sciences, University of Central Florida

Fridays 10AM-12:50PM MSB 149

COURSE SYLLABUS

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall 409P

Phone: 407-823-6554

In-Person Office Hours: Tuesdays 10-11 AM, Fridays 2-3 PM, and by appointment

Online Office Hours: Wednesdays 10-11 AM

E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)

Skype address: search for [brigittekovacevich@gmail.com](https://www.skype.com/people/brigittekovacevich@gmail.com)

Course Description

This is an advanced graduate seminar on the archaeology of the Ancient Maya. We will investigate some of the major questions that archaeologists have faced and in many cases are still facing in their investigations of the pre-Columbian Maya world. Our work will focus on classic and also recent literature on these subjects from chronological or thematic topics. As graduate students you are expected to participate in discussion and deconstruction of the readings based on background information given in class and from recommended textbooks.

Teaching Method

Every week class will commence with a brief lecture on the general themes underlying the assigned readings. Following this introduction, the students selected to lead discussion for the class will provide a brief summary of the reading assignments and offer some basic topics for the class discussion. All students will then be encouraged to critique and comment on these themes, readings, and topics.

Since the course is meant to be a seminar, its success and helpfulness will, in no small part, depend upon class participation and preparedness. I will always be available during office hours and after class concerning questions about the course!

University Course Catalog Description

ANG 6168 COS-ANTHRO 3(3,0)

Overview of the archaeology of the ancient Maya of Mexico, Belize, Guatemala, and upper Mexico.

Course Objectives

The some of the major questions in this course are:

- What are the major debates in Maya Archaeology and have they been resolved?
- What theories and methods have been applied to understanding the ancient Maya?
- What are avenues/directions for future research?

Course Prerequisites

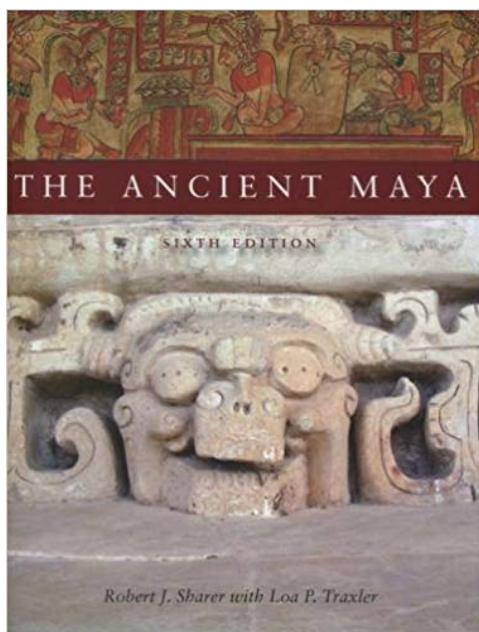
PR: Admission to Anthropology MA, Maya Studies GC, or C.I.

Recommended Text

This is a general text on the Maya, some/many of you may have read it before and may already own it. If you don't own it, you may want to pick it up so that you can fill yourself in on background material and/or refresh your memory as you go along. I am not going to require you to purchase or read this book, but I will let you know what pages pertain to our topic for each week so that you can find background material if you need it.

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, 2-5 articles will be assigned each week. These readings will be available for download on Webcourses with links in the introduction to each week. Students are expected to come to class having completed the assigned readings for that day and prepared to participate in discussions of the material. Usually one of the articles for each week will be assigned to a student for summary, this article is not required for the whole class (but is recommended!). I will make it clear which articles are for the whole class and which are for summary in the introduction on webcourses.

Requirements

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

10 Weekly Summaries	(20%)
2 Discussion Leading Classes	(10%)
2 Article Presentations	(10%)
1 Final Paper	(40%)
1 Class Presentation	(10%)
Attendance and Participation	(10%)

Attendance and Class participation (10%)

Because this is a working seminar, active participation every week is crucial. Seminars are classes in which professor and students share ideas, and your participation will be an important part of its success.

Consequently, you should come prepared to discuss critically the ideas in the readings assigned for a given week. Of course, you are encouraged to bring other readings and ideas to class. I will take attendance each class and make note of participation.

Discussion Leading (2; 10%)

All students will be responsible for leading class discussion for at least two class sessions. For tips on discussion leading see:

<http://www.columbia.edu/cu/tat/pdfs/discussions.pdf>
(<http://www.columbia.edu/cu/tat/pdfs/discussions.pdf>) _ (<http://www.columbia.edu/cu/tat/pdfs/discussions.pdf>)

Article Presentations (2; 10%):

Two times during the semester you will also be asked to present an article to the rest of the class. This cuts down on the amount that everyone has to read yet still relays the information. On your assigned days (TBD), you will make an outline of the article to be distributed to your fellow students (I will make the copies), you will summarize it, provide a power point of any relevant images, and two discussion question based on how the article relates to other assigned readings for the week. Please see the assignments list for further instructions and a sample.

Weekly 2-page summaries (10; 20%)

Every week you must to write a short, concise critique/reaction to the readings (this is different from. These short papers are meant to help you organize your thoughts and ideas in order to aid in your preparation for class discussion. There are 11 weeks of readings planned; you are allowed to skip the paper for one of these weeks. Please see the assignment for Week 2 for tips and a sample summary.

Final Project (40%)

Your final project will be a paper (15-20 pages, double-spaced) on an extension of one of the topics we discussed in class or something that was not covered in the class. This will be a formal research paper and must have a clear thesis and argument that you will defend with data and evidence. I will expect you to use at least 5 sources that we did not read in class in addition to at least 3 sources that we did read for class. For more information on writing research papers, please see:

<https://owl.english.purdue.edu/owl/resource/658/01/>
(<https://owl.english.purdue.edu/owl/resource/658/01/>)

Step 1: First I will ask you to choose a topic (covered generally in the link above). Please do this and clear it with me via email or in person and then submit a 1-3 sentence summary of your topic on webcourses by October 6th.

Step 2: Make an annotated bibliography of sources for your paper due October 20th. This should include at least 5 outside sources not read in class following the SAA Style Guide format for references and citations:

http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf
(http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

For instructions on how to make an annotated bibliography, please see:

<http://guides.smu.edu/annobib> (<http://guides.smu.edu/annobib>)

Step 3: The next step will be a detailed outline (about 2-4 pages) due on November 3rd, see this library website for help:

<http://libguides.usc.edu/content.php?pid=83009&sid=634166> (<http://libguides.usc.edu/content.php?pid=83009&sid=634166>)

Step 4: Turn in a draft of your paper by December 1st for review. Although I call this a draft, it should be as polished as possible, if it is not, your grade on the draft will suffer.

Step 5: Incorporate professor comments and turn in final draft by December 8th.

Topic Choice-Due October 6th-5% of Final Grade

Annotated Bibliography-Due October 20th-5% of final project grade

Outline-Due November 17th-5% of final project grade

First Submission Due December 1st-10% of final project grade

Final Submission-Due December 8th- 15% of final project grade

Final Presentations (10%)

On the last day of class (November 22nd) I will ask you to give a short (10-15 minute) presentation of your research topic. You can do this in person, but I will also encourage you to possibly explore digital storytelling to create something tangible that you can archive and keep for the future. We will discuss these possibilities further in class.

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-

Grading Scale

(%)

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!

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 and/or 1 point reduction if it is one day late, or a full-letter grade for each following day.

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 Accommodations: 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.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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

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



(<https://youtu.be/NIKYajEx4pk>)

>).

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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <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

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

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

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

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Responses to Cheating, Academic Dishonesty, Plagiarism: 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 or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Course Schedule (Tentative! Subject to change!)

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<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	Aug 30	Background, Geography, Environment, History of Research

Recommended Reading: Sharer and Traxler, Chapters 1-3

2	Sept 6	The Paleoindian and Archaic: Where in the heck are they?
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Recommended Reading: Sharer and Traxler, Chapter 4

Lohse, J. C., Awe, J., Griffith, C., Rosenswig, R. M., & Valdez Jr, F.

2006 Preceramic Occupations in Belize: Updating the Paleoindian and Archaic Record. *Latin American Antiquity*, 209-226.

Brown, Kenneth L.

1980 A brief report on the Paleoindian-Archaic occupation in the Quiché basin, Guatemala. *American Antiquity* 45(2):313-324

Scheffler, Timothy E., Kenneth G. Hirth, and George Hasemann.

2012 The El Gigante Rockshelter: Preliminary Observations on an Early to Late Holocene Occupation in Southern Honduras. *Latin American Antiquity* 23, no. 4 (2012): 597-610.

González, Arturo, Carmen Rojas Sandoval, Alejandro Terrazas Mata, Martha Benavente Sanvicente, Wolfgang Stinnesbeck, O. Jeronimo Aviles, Magdalena De Los Ríos, and Eugenio Acevez.

2008 The arrival of humans on the Yucatan Peninsula: Evidence from submerged caves in the state of Quintana Roo, Mexico. *Current Research in the Pleistocene* 25: 1-24.

Week 3 Sept 13 The Rise of Complexity: Why in the heck would they do that?

Recommended Reading: Sharer and Traxler, Chapter 5

Clark, John E. and David Cheetham

2002 Mesoamerica's Tribal Foundations. In *Archaeology of Tribal Societies*, edited by 39. Parkinson, pp. 278-339. *International Monographs in Prehistory*, Ann Arbor.

Doyle, James A.

2012 Regroup On "E-Groups": Monumentality and Early Centers in the Middle Preclassic Maya Lowlands." *Latin American Antiquity* 23, no. 4 (2012): 355-379.

Hammond, Norman, Amanda Clarke, and F. Belii.

1992 Middle preclassic Maya buildings and burials at Cuello, Belize. *Antiquity* 66, no. 253 (1992): 955-964.

Estrada-Belli, Francisco.

2006 Lightning Sky, Rain, and the Maize God. *Ancient Mesoamerica* 17 (2006): 57-78.

McAnany, Patricia A., and Sandra L. López Varela.

1999 Re-creating the Formative Maya village of K'axob. *Ancient Mesoamerica* 10, no. 01 (1999): 147-168.

Week 4 Sept 20 The Late Preclassic: Got States?

Recommended Reading: Sharer and Traxler, Chapter 6

Clark, John E. and Richard D. Hansen

2002 The Architecture of Early Kingship: Comparative Perspectives on the Origins of the Maya Royal Court. In *Royal Courts of the Ancient Maya, Volume 2: Data and Case Studies*, edited by Takeshi Inomata and Stephen D. Houston, pp. 1-45. Westview Press, Boulder, Colorado.

Freidel, David A. and Linda Schele

1988 Kingship in the Late Preclassic Maya Lowlands: The Instruments and Places of Ritual Power. *American Anthropologist* 90:547-567.

Hansen, Richard D.

1998 Continuity and Disjunction: The Pre-Classic Antecedents of Classic Maya Architecture. In *Function and Meaning in Classic Maya Architecture*, edited by Stephen D. Houston, pp. 49-122. Dumbarton Oaks Research Library and Collection, Washington, D.C.

Hansen, Richard D., Steven Bozarth, John Jacob, David Wahl, and Thomas Schreiner

2002 Climactic and Environmental Variability in the Rise of Maya Civilization: A Preliminary Perspective from Northern Peten. *Ancient Mesoamerica* 13:273-295.

Saturno, William A., Karl A. Taube, and David Stuart

2005 The Murals of San Bartolo, El Petén, Guatemala, Part 1: The North Wall. *Ancient Americas* 7:1-56.

Week 5 Sept 27 The Terminal Preclassic and/or Protoclassic: What in the heck was going on?

Brady, James, Joseph Ball, Ronald Bishop, Duncan Pring, Norman Hammond, and Rupert Housley
1998 The Lowland Maya Protoclassic: A Reconsideration of its Nature and Significance. *Ancient Mesoamerica* 9:17-38.

Callaghan, Michael

2013 Politics through Pottery: A View of the Preclassic-Classic Period Transition from Building B, Group II, Holmul, Guatemala. *Ancient Mesoamerica* 24(2):307-341.

Chase, Arlen F. and Diane Z.

1999 External Impetus, Internal Synthesis, and Standardization: E Group Assemblages and the Crystallization of Classic Maya Society in the Southern Lowlands". In *The Emergence of Lowland Maya Civilization*, Nikolai Grube editor, *Acta Mesoamericana* 8. Verlag Anton Saurwein: Germany.

Lincoln, Charles.

1985 Ceramics and Ceramic Chronology. In *A Consideration of the Early Classic Period in the Maya Lowlands*, Gordon R. Willey and Peter Mathews editors. Institute for Mesoamerican Studies State University of New York at Albany Publication No. 10. New York.

Reese-Taylor, Kathryn and Debra Walker.

2002 The Passage of the Late Preclassic in the Early Classic. In *Ancient Maya Political Economies*, edited by Marilyn A. Masson and David Freidel, pp. 87-122. Altamira Press: Oxford.

Week 6 Oct 4 The Early Classic: What in the heck was Teotihuacan doing, or not doing?

Recommended Reading: Sharer and Traxler, Chapter 7

Stuart, David.

2000 The arrival of strangers: Teotihuacan and Tollan in Classic Maya history. *Mesoamerica's classic heritage: From Teotihuacan to the Aztecs* (2000): 465-513.

Cowgill, George L.

2003 Teotihuacan and Early Classic interaction: A perspective from outside the Maya region. *The Maya and Teotihuacan: Reinterpreting Early Classic Interaction*, edited by Geoffrey E. Braswell (2003): 315-335.

Laporte, Juan Pedro.

2003 Architectural aspects of interaction between Tikal and Teotihuacan during the Early Classic period. *The Maya and Teotihuacan: Reinterpreting Early Classic Interaction* (2003): 199-216.

Clayton, Sarah C.

2005 Interregional relationships in Mesoamerica: interpreting Maya ceramics at Teotihuacan. *Latin American Antiquity* 16.4 (2005): 427-448.

Week 7 Oct 11 The Middle Classic: To hiatus or not to hiatus

Martin, Simon and Nikolai Grube

2008 *Chronicle of the Maya Kings and Queens*. Pp. 38-43. Thames and Hudson, London.

Webster, James W., et al.

2007 Stalagmite evidence from Belize indicating significant droughts at the time of Preclassic Abandonment, the Maya Hiatus, and the Classic Maya collapse." *Palaeogeography, Palaeoclimatology, Palaeoecology* 250.1 (2007): 1-17.

Arlen F. Chase

1991 Cycles of Time: Caracol in the Maya Realm," with an appendix on "Caracol 'Altar 21'" by Stephen Houston, in M.G. Robertson, Ed., Sixth Palenque Round Table, 1986, Vol. VII, pp. 32-42, University of Oklahoma Press, Norman.

Willey, Gordon R.

1974 The Classic Maya hiatus: A rehearsal for the collapse. *Mesoamerican Archaeology: New Approaches* (1974): 417-430.

Week 8 Oct 18 The Late Classic: Centralized or decentralized?

Recommended Reading: Sharer and Traxler, Chapter 8

Chase, Arlen F., and Diane Z. Chase.

1996 More than kin and king: Centralized political organization among the Late Classic Maya. *Current Anthropology* 37.5 (1996): 803-810.

Fox, John W., Garrett W. Cook, Arlen F. Chase, and Diane Z. Chase.

1996 Questions of political and economic integration: Segmentary versus centralized states among the ancient Maya. *Current Anthropology* 37, no. 5 (1996): 795-801.

Iannone, Gyles.

2002 Annales history and the ancient Maya state: Some observations on the "dynamic model". *American anthropologist* 104.1 (2002): 68-78.

Marken, Damien B., and James L. Fitzsimmons,

2015 Introduction. In *Classic Maya polities of the southern lowlands: integration, interaction, dissolution*. University Press of Colorado, Boulder.

Week 9 Oct 25 The Terminal Classic: Collapse or transformation?

Recommended Reading: Sharer and Traxler, Chapter 9

Kennett, Douglas J., et al.

2012 Development and disintegration of Maya political systems in response to climate change. *Science* 338.6108 (2012): 788-791.

Rice, Prudence M., A. A. Demarest, and D. S. Rice.

2004 The terminal classic and the "Classic Maya Collapse" in perspective. *The Terminal Classic in the Maya Lowlands: collapse, transition, and transformation* (2004): 1-11.

Aimers, James J.

2007 What Maya collapse? Terminal classic variation in the Maya lowlands. *Journal of archaeological research* 15.4 (2007): 329-377.

Aimers, James, and David Hodell.

2011 Societal collapse: Drought and the Maya. *Nature* 479.7371 (2011): 44-45.

Week 10 Nov 1 The Postclassic: Economic and social transformation or same old, same old?

Recommended Reading: Sharer and Traxler, Chapter 10

Chase, Diane Z., and Arlen F. Chase.

2004 Hermeneutics, transitions, and transformations in Classic to Postclassic Maya society. *The Terminal Classic in the Maya Lowlands: Collapse, Transition, and Transformation*, University Press of Colorado, Boulder (2004).

Rice, P. M., and D. S. Rice.

2004 Late Classic to Postclassic transformations in the Peten lakes region, Guatemala. *The Terminal Classic in the Maya Lowlands: Collapse, Transition, and Transformation*, University Press of Colorado,

Boulder (2004): 125-139.

Ringle, William M., George J. Bey III, Tara Bond Freeman, Craig A. Hanson, Charles W. Houck, and J. Gregory Smith.

2004 "The decline of the east: the Classic to Postclassic transition at Ek Balam, Yucatan." *The Terminal Classic in the Maya lowlands: collapse, transition, and transformation* (2004): 485-516.

Pugh, Timothy W.

2001 "Flood reptiles, serpent temples, and the quadripartite universe: The imago mundi of Late Postclassic Mayapan." *Ancient Mesoamerica* 12.2 (2001): 247-258.

Braswell, Geoffrey E.

2001 "Post-Classic Maya courts of the Guatemalan highlands: archaeological and ethnohistorical approaches." *Royal Courts of the Ancient Maya* 2 (2001): 308-334.

Week 11 Nov 8 The Maya Economy: Who in the heck was in control?

Recommended Reading: Sharer and Traxler, Chapter 11

Masson, Marilyn A.

2002 "Introduction, In *Ancient Maya political economies*. Masson, Marilyn A., and David A. Freidel, eds. Rowan Altamira, Walnut Creek.

Braswell, Geoffrey E.

2010 "The rise and fall of market exchange: a dynamic approach to ancient Maya economy." *Archaeological approaches to market exchange in ancient societies* (2010): 127-40.

McAnany, Patricia A., and E. Christian Wells.

2008 "Toward a theory of ritual economy." *Dimensions of Ritual Economy*. Emerald Group Publishing Limited, 2008. 1-16.

McAnany, Patricia A.

1993 "The economics of social power and wealth among eighth-century Maya households." *Lowland Maya civilization in the eighth century AD* (1993): 65-89.

Week 12 Nov 15 Maya Social Organization: Flexible vs. Rigid? Oppressive to Women vs. Liberating to Women? Gender Fluid vs. Gender

Distinct?

Recommended Reading: Sharer and Traxler, Chapter 12

Robin, Cynthia, MatthewH Johnson, RosemaryA Joyce, LisaJ Lucero, Lynn Meskell, JoelW Palka, Edward Schortman, and Cynthia Robin.

2006 "Gender, farming, and long-term change: Maya historical and archaeological perspectives." *Current anthropology* 47, no. 3 (2006): 409-433.

Joyce, Rosemary A.

2001 "Negotiating sex and gender in Classic Maya society." *Gender in Pre-Hispanic America* (2001): 109-41.

Looper, Matthew G.













2002 "Women-men (and men-women): Classic Maya rulers and the third gender." *Ancient Maya Women* (2002): 171-202.











Week 13 Nov 22 Student Presentations and Future Directions for Maya Archaeology

Week 14 Nov 29--Thanksgiving Break!

Final Paper Due: Friday December 6th at 11:59 PM in Webcourses!

Course Summary:

Date	Details	due by 11:59pm
Thu Sep 5, 2019	 Week 2-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276202	due by 11:59pm
Thu Sep 12, 2019	 Week 3-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276203	due by 11:59pm
Thu Sep 19, 2019	 Week 4-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276204	due by 11:59pm
Thu Sep 26, 2019	 Week 5-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276205	due by 11:59pm
Thu Oct 3, 2019	 Week 6-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276206	due by 11:59pm
Sun Oct 6, 2019	 Final Project Topic https://webcourses.ucf.edu/courses/1336206/assignments/6276196	due by 11:59pm
Thu Oct 10, 2019	 Week 7-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276207	due by 11:59pm
Thu Oct 17, 2019	 Week 8-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276208	due by 11:59pm
Sun Oct 20, 2019	 Annotated Bibliography https://webcourses.ucf.edu/courses/1336206/assignments/6276188	due by 11:59pm
Thu Oct 24, 2019	 Week 9-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276209	due by 11:59pm
Thu Oct 31, 2019	 Week 10-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276199	due by 11:59pm
Thu Nov 7, 2019	 Week 11-Article Summary https://webcourses.ucf.edu/courses/1336206/assignments/6276200	due by 11:59pm

Date	Details	
Thu Nov 14, 2019	 Week 12-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276201)	due by 11:59pm
Sun Nov 17, 2019	 Final Project Outline (https://webcourses.ucf.edu/courses/1336206/assignments/6276195)	due by 11:59pm
Fri Nov 22, 2019	 Presentation (https://webcourses.ucf.edu/courses/1336206/assignments/6276197)	due by 9am
Sun Dec 1, 2019	 Final Project-First Draft (https://webcourses.ucf.edu/courses/1336206/assignments/6276194)	due by 11:59pm
Sun Dec 8, 2019	 Final Project-Final Draft (https://webcourses.ucf.edu/courses/1336206/assignments/6276193)	due by 11:59pm
	 Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189)	
	 Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190)	
	 Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191)	
	 Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192)	
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1336206/assignments/6276198)	

ETHNOGRAPHIC RESEARCH METHODS



ANG 6801

Section 0001

Fall 2019

Tuesday: 6:00 pm – 8:50 pm

HPH 409M

3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Tues & Thurs: 2:30pm – 4:30pm

Course Description

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

Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

Prerequisites

Admission to Anthropology MA, Maya Studies GC, or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose you to major issues and debates surrounding ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies

for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

Class Structure

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

Course Requirements

Attendance

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

Reading and Participation

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

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

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: <https://graduate.ucf.edu/pathways-to-success/#CITI Training>

Reading Responses

Beginning in Week 3, you will write short responses to the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your responses must be posted in the Discussion section of the Webcourses page by **11:59pm on the evening prior to class**. To receive full credit, responses **cannot be just summaries**. They must be critical and insightful reflections of **all of the weeks' readings** that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 12 Reading Responses, but **your lowest Reading Response grade will be dropped**. Also, you are expected to read your classmates' responses before coming to class the following day. Being familiar with your classmates' take on the readings ahead of time will enrich our in-class discussions.

Mini Project

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

Project Presentation

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

Grading Structure

Reading Responses (11 out of 12)	20% of total grade
Mini Project	40% of total grade
Project Presentation	20% of total grade
Attendance and participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Responses will be graded using the following scale: $\checkmark+$, \checkmark , $\checkmark-$ (If you get more than one \checkmark , please see me to discuss.)

Mini project assignments, project presentation, attendance, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Course Policies

Respectful Behavior

You are expected to have a respectful demeanor in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late to class is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your “knights.ucf.edu” email and Webcourses inboxes on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an “A-” but the assignment is one day late, your grade will be a “B+”. If it is two days late, your grade will be a “B”. If it is three days late, your grade will be a “B-” and so on. Extensions will rarely be given except in the case of extenuating circumstances. All late assignments must be emailed to Dr. Harris.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours and submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF’s Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, “Academic Misconduct,” you are prohibited from engaging in the following:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* your 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 your own.
- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator (AED). To learn where those are located: <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on the left)
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on “UCF Alert,” fill out the information (including email 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 Dr. Harris outside of class.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Religious Observance

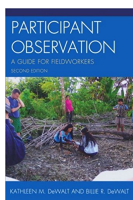
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Academic Activity Record

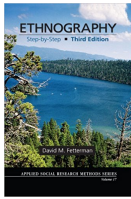
DO THIS ASAP! All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the “Academic Activity” assignment by **Friday, August 30**, by answering a few questions pertaining to this syllabus. The assignment can be found on the course Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

Required Texts

The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2010. *Ethnography: Step-By-Step*. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses website for this course under the “Modules” tab. All assigned articles are listed in the class schedule below, which specifies when students are expected to read them. **Please print and/or download articles** to your computers so you can make notes on them and have them available in class. To access Webcourses: login on <https://webcourses.ucf.edu>, go to Courses, and select ANG6801-19Fall 0001. Technical support for Webcourses is available at: webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 27

- TOPIC: Course Overview / Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

Fetterman, pg. 1-32

McGranahan, Carole. 2018. “Ethnography Beyond Method: The Importance of an Ethnographic Sensibility.” *Sites: A Journal of Social Anthropology and Cultural Studies* 15:1-10.

Week 2

Tuesday, September 3

- TOPIC: Guest Lecture by Dr. Beatriz Reyes-Foster
- READING: Reyes-Foster, Beatriz. 2018. “Negotiating Truth in the Psychiatric Encounter” from *Psychiatric Encounters: Madness and Modernity in Yucatan, Mexico*, 110-139. New Brunswick: Rutgers University Press.

Week 3

Tuesday, September 10

Reading
Response #1

- TOPIC: “The Field”
- READINGS: Passero, Joanne. 1997. “You Can’t Take the Subway to the Field!’ ‘Village’ Epistemologies in the Global Village.” In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

Markowitz, Lisa. 2001. “Finding the Field: Notes on the Ethnography of NGOs.” *Human Organization* 60:40-46.

Nader, Laura. 1972. “Up the Anthropologist: Perspectives Gained from Studying Up.” In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Week 4

Tuesday, September 17

Reading
Response #2

- TOPIC: Ethnography’s Colonial Legacy
- READINGS: Asad, Talal. 1973. “Introduction.” In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

Deloria, Jr., Vine. 1969. “Anthropologists and Other Friends” from *Custer Died for Your Sins: An Indian Manifesto*, 78-100. New York: Macmillan.

Biolisi, Thomas, and Larry J. Zimmerman. 1997. “What’s Changed, What Hasn’t.” In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, 3-24. Tucson: University of Arizona Press.

Week 5

Tuesday, September 24

Reading
Response #3
AND
CITI Training
Due

- TOPIC: Participant Observation
- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. “Ethnography and Participant Observation.” In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage Publications.

DeWalt and DeWalt, pg. 41-97 and 137-156

- CITI TRAINING: [https://graduate.ucf.edu/pathways-to-success/#CITI Training](https://graduate.ucf.edu/pathways-to-success/#CITI%20Training)
-

Week 6

Tuesday, October 1

- TOPIC: Interviewing
- READINGS: Fetterman, pg. 33-68

Reading
Response #4

Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies* (Chapters 1-4), 1-83. New York: The Free Press.

Week 7

Tuesday, October 8

- TOPIC: Research Design
- READINGS: Booth, Wayne et al. 2008. *The Craft of Research* (Chapters 3-4), 35-63. Chicago: University of Chicago Press.

Reading
Response #5

DeWalt and DeWalt, pg. 109-136

Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32:485-489.

Week 8

Tuesday, October 15

- TOPIC: Fieldwork Ethics
- READINGS: American Anthropological Association 2012 Code of Ethics.

Reading
Response #6
AND
Research
Proposal Due

DeWalt and DeWalt, pg. 211-226

Fetterman, pg. 133-151

Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." *Anthropological Quarterly* 76:269-285.

Week 9

Tuesday, October 22

Reading
Response #7

- TOPIC: Gaining Trust and Access
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. "Access" from *Ethnography: Principles in Practice*, 41-62. London: Routledge.

Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

Week 10

Tuesday, October 29

Reading
Response #8

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

Fetterman, pg. 93-109

Week 11

Tuesday, November 5

Reading
Response #9

- TOPIC: Writing
- READINGS: Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11:25-69.

Atkinson, Paul, and Martyn Hammersley. 2007. "Writing Ethnography" from *Ethnography: Principles in Practice*, 191-208. London: Routledge.

Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

Fetterman, pg. 113-131

Week 12

Tuesday, November 12

- TOPIC: Representation
- READINGS: Said, Edward. 1978. "Introduction" from *Orientalism*, 1-28. New York: Vintage Books.

Reading
Response #10
AND
Data
Collection and
Analysis Due

Ramos, Alcida. 1987. "Reflecting on the Yanomami: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2:284-304.

Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need" from *Mohawk Interruptus: Political Life Across the Borders of Settler States*, 95-114. Durham: Duke University Press.

Week 13

Tuesday, November 19

- TOPIC: Reflexivity
- READINGS: Smith, Andrea. 2013. "Unsettling the Privilege of Self-Reflexivity." In *Geographies of Privilege*, edited by France Winddance Twine and Bradley Gardener, 263-279. New York: Routledge.

Reading
Response #11

Uddin, Nasir. 2011. "Decolonising Ethnography in the Field: An Anthropological Account." *International Journal of Social Research Methodology* 14:455-467.

Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66:711-731.

Week 14

Tuesday, November 26

- TOPIC: Ethnography Example – Day Laborers in California
- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

Reading
Response #12

Week 15

Tuesday, December 3

- Student presentations
-

Tuesday, December 10

- Student presentations (7:00pm – 9:50pm)

Mini Project Report due
via Webcourses by
11:59pm



Forensic Archaeology Field Methods

ANG 6821 - Fall 2019

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

Course Information

Course Name:	Field Methods in Forensic Archaeology
Course ID:	ANG 6821 (0001) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Howard Phillips Hall 409M / Fridays 1:00-3:50pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Monday 9:30-11:30 AM via Chat
In Office Hours:	Monday 9:30-11:30 AM (or by scheduled appointment)
E-mail:	lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description

Application of archeological techniques to the search, recovery, excavation and documentation of modern human remains. **Prerequisite:** Admission to Anthropology MA, PhD or C.I.

What is this course about?

Forensic archaeologists assist law enforcement agencies and medical examiners in the recovery and interpretation of human remains within a medico-legal context. In this course, the role of the forensic archaeologist is explored through essential theoretical and applied archaeological methods and skills required when attending forensic scenes in order to properly search for, recover and document human remains.

In many instances, the forensic archaeologist must work within a multidisciplinary team. We will be examining various recovery situations encountered at forensic scenes when working with law enforcement authorities and additional forensic specialists. This will include fieldwork at an outdoor site with simulated body burials, recovery of scattered and burnt remains, and writing field reports.

Over the term we will be also examining a wide range of concepts and methods used in forensic archaeology to assist in scene reconstruction and identification of recovered remains. These include the medico-legal terminology necessary when working with law enforcement and the medical community; taphonomic processes and their effects on a recovery site and human remains; collection of environmental and cultural components present in forensic recovery scenes; and proper recording of recovered evidence and surrounding environment.

Note: Students taking this course must be physically capable of carrying up to 15 pounds and performing physical tasks in various outdoor environments. Images of burials and human remains will be part of the class lecture and field exercises will include animal skeletal material and human skeletal casts. Students for whom any of this may be of issue are invited to speak with the professor during office hours or as soon as possible by appointment.

What skills will I develop in this course?

Emphasis is placed on developing analytical and practical skills necessary for forensic evaluation and recovery of surface and buried remains and the methodological recovery, recording and preservation of related forensic evidence.

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

- Identify the scope of forensic archaeology within the medico-legal framework, from crime scene to courtroom.
- Generate, record and analyze environmental and physical data used in scene reconstruction.
- Discuss the organization and management of a wide range of forensic recovery settings.
- Demonstrate proper protocols and basic practical skills in mapping and recording search and recovery scenes, locating remains, identifying evidence types, collecting biotic and soil samples, excavating anomalous features, and recovering surface, burnt and buried remains.
- Employ proper and standardized terms and fundamental scientific principles of forensic archaeology in site analysis, documentation, report writing and professional communication.
- Assist trained and experienced forensic archaeologists in properly searching for, recovering and documenting human remains in a forensic context.

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level graduate 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.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks or equipment will I need?

All required readings and assignment materials for this course will be provided through WebCourses@UCF. Any equipment required for completion of field activities will be loaned to the students by the UCF Department of Anthropology for use during the course term.

How should I plan my course time?

This course is based on concepts and methods from field archaeology, biological anthropology, and the forensic sciences – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns and works 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.**

We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in class discussions and activities**. You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading, listen to or view assigned media content, and work through required activity 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 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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 embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

What are the course requirements?

The Fall 2019 semester begins on **August 26, 2019** and ends on **December 11, 2019**. Over this period, you will be expected to:

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Fridays from 1:00-3:50pm EST
- review online learning materials, including assigned media content and readings;
- complete weekly skill building activity assignments;
- participate in six field activities, including search, survey, excavation and recovery of evidence;
- produce a critical assessment poster and present your findings in a final course seminar.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings, media content, graded assignment instructions, and links to information websites. Modules also contain lecture slide handouts to assist you in reviewing materials for assignment work. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late quiz, assignment or exam will not be accepted for grading unless there is an approved and 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.

Please do not be tempted to skip a week of class content and reading 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 or assignments, please visit my **open face-to-face office hours in Howard Philips Hall 309F on Mondays from 9:30-11:30am**. If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

How do I get started in the course?

After reading this 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, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

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 start on the [REQUIRED ACTIVITY: She Blinded Me with Science](#) discussion in the COURSE INTRO: Things You Should Know. Your first discussion post is due by **05:00pm EST on AUG 28, 2019**, and your discussion response is due by **11:59pm EST on AUG 30, 2019**, 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 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
Required & Weekly Activities (13)	130	45%
Field Activity Reports (6)	120	40%
Final Project Poster & Presentation	100	15%
<i>Total Possible</i>	350	100%

You will be evaluated on your ability to define and critically apply terms, identify structures and systems related to behavioral response, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit two discussion responses (initial post and reply) as a required academic activity to initiate your class participation. In the activity, you will complete a set of assigned readings and respond to two discussion prompts concerning the CSI effect in forensic science and how it relates to forensic archaeology. **You are required to participate in and submit both discussion responses in the Required Activity assignment** described in the Course Intro module.
- **Weekly Activities:** These short case-related or data set activities are designed to help you think critically about, articulate, and reflect on key concepts related to forensic archaeology, evidence collection and logistical issues presented in course materials. **You are required to participate in and submit all 12 Weekly Activity assignments** described in the learning modules.
- **Field Reports:** You will be working in small groups to complete field activities. These assignments are designed around your critical evaluation of scene search, survey, evidence collection, and field recovery of remains. **You are required as a group to complete and submit all 6 Field Reports assignments** located in the learning modules.
- **Final Project:** You will need to choose a topic in forensic archaeology to research and prepare an annotated bibliography based on that topic. From this information, you will need to construct an informational poster and present your results at a final project seminar during finals week. Instructions for each stage of the final project can be found in the learning modules. **You are required to complete and submit all four Project assignments.**

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%		

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

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, activity grades will be available within three-to-five days after the final due date. For most field report assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

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

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

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

- If you are **representing UCF in an authorized event or activity** (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 or National Guard** 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 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.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.

- If you find yourself in a situation where you are **going to miss a class meeting**, 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 meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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 or other assigned work, it is your responsibility to make the necessary arrangements to write your exams or complete the work within the SAS facilities.**

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?

UCF 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.

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. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online and in-class discussions**.

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. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [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.

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. Academic misconduct of any kind on an exam or any other assignment in this course 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). All academic integrity issues 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 academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not share answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **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.

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses email inbox?

Our **official mode of communication is the secure WebCourses Inbox messaging system**. This ensures 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 me. 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 may only check my UCF email once, if at all, during the weekend hours 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 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**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all assignments will be submitted and/or graded through WebCourses. At a minimum, you will need:

- 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 for the Web/PowerPoint app, or the equivalent (through [Office 365](#)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](#) for technical support assistance with the most current versions of these products.

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 for assistance 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 WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist 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**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but . . ." excuses can be traced and verified.

Can I use external study groups and course websites?

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.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright and UCF Rules of Conduct and may face serious penalties**. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will 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 blogs or wikis. While some of these might be related to required assignments or course materials, **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. If you have any concerns about this, please contact your professor.

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.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 [UCF video](#).

What is my course discussion and assignment schedule?

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

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

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

Date	Details	
Wed Aug 28, 2019	 REQUIRED ACTIVITY: She Blinded Me with Science	due by 5pm
Fri Aug 30, 2019	 REQUIRED ACTIVITY: Colleague Response	due by 12pm
Wed Sep 4, 2019	 ACTIVITY 1: I've Committed Murder	due by 11:59pm
Wed Sep 11, 2019	 ACTIVITY 2: The Bone Bag	due by 11:59pm
Wed Sep 18, 2019	 ACTIVITY 3: Breaking Up Is Hard to Do	due by 11:59pm
Fri Sep 20, 2019	 PROJECT: Topic Approval	due by 11:59pm
Wed Sep 25, 2019	 ACTIVITY 4: Lookin' Out My Back Door	due by 11:59pm
Wed Oct 2, 2019	 ACTIVITY 5: I Still Haven't Found What I'm looking For	due by 11:59pm
Wed Oct 9, 2019	 ACTIVITY 6: Maps and Legends	due by 11:59pm
	 FIELD REPORT: Mapping a Scene	due by 11:59pm
Wed Oct 16, 2019	 ACTIVITY 7: The Insect God	due by 11:59pm
	 FIELD REPORT: Biotic Evidence	due by 11:59pm
Wed Oct 23, 2019	 ACTIVITY 8: Skin and Bones	due by 11:59pm
	 FIELD REPORT: Surface Remains Recovery	due by 11:59pm
Wed Oct 30, 2019	 ACTIVITY 9: Maxwell's Silver Hammer	due by 11:59pm
	 FIELD REPORT: Degradation of Evidence	due by 11:59pm
Wed Nov 6, 2019	 ACTIVITY 10: We Didn't Start the Fire	due by 11:59pm
Fri Nov 8, 2019	 PROJECT: Annotated Bibliography	due by 11:59pm

Wed Nov 13, 2019	 FIELD REPORT: Burnt Remains Recovery	due by 11:59pm
Wed Nov 20, 2019	 ACTIVITY 11: Digging in the Dirt	due by 11:59pm
Mon Dec 2, 2019	 ACTIVITY 12: Desaparecidos	due by 11:59pm
	 FIELD REPORT: Buried Remains Recovery	due by 11:59pm
Fri Dec 6, 2019	 PROJECT: Method / Process Poster	due by 1pm
	 PROJECT: Seminar Presentation	due by 1pm

Science, Technology, and The Transformation of Human Societies

ANG6931-001

Fall 2019

Thursday 3:00 pm -5:50 pm, with Webcourses support
HPH 409M

Course Overview

Instructor Contact

Professor	Dr. Beatriz Reyes-Foster
Office	HPH409I
Office Hours	Tuesdays, 1-3 (dedicated)
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Catalog Information and Course Description

ANG6931-0001 Science, Technology, and the Transformation of Human Societies. Face to Face.
Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: <http://guides.ucf.edu/databases>.

Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Wednesday at 11:59am on Canvas.	12%	120
Discussion Participation	All students must participate in all three roles at least three times	24%	240
Annual Conference	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

Grading scale: (+/- letter grades)

A	95-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-94%	B	84-86%	C	74-76%	F	59% or below
		B-	80-83%	C-	70-73%		

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 600-750 words (double spaced, 12-point font, 1" margins) 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that

week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Class Structure

The amount allotted for participation should make clear how seriously we take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than others. Regardless of your interest in or commitment to the literature in question, it is our expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a Socratic panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

Panelists: Panelists will discuss the week’s readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it’s older reading, how does it play out or serve our thinking on the topic today? If it’s more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

Instigators: Instigators work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question and send your questions to the instructors by 12:00 pm the day of class. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions:

<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>

Investigators: Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. The presentation should highlight works relevant to the class discussion. Please send us the bibliography by 12:00 pm the day of class.

Conference: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Conference entails multiple deadlines and

effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The last 20-40 minutes of each class meeting will be dedicated to collaborative work on the Conference project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop Conference and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current Chicago Manual of Style in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

Policies

Contacting the Professors

In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "inbox" "coursemail" tool frequently.

Webcourses@UCF

This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

Accessing Online Course Content

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

Grading and Evaluation

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

Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able.

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

Deadlines and Make-ups

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

Academic Integrity

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

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>

Course Accessibility

We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (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.

Emergency Procedures

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

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

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

Deployed Active 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

Inclusive Classroom Statement

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

Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the

integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

Week 2: Public health, science, and technology in the transformation of modern society.

- Hahn, R. and M. Inhorn. 2009. Introduction. In *Anthropology and Public Health: Bridging Differences in Culture and Society*. Oxford: Oxford University Press.
- Castañeda, H., S. Holmes, D. Madrigal, M. Detrinidad Young, N. Beyeler, and J. Quesada. 2015. "Immigration as a Social Determinant of Health." *Annual Review of Public Health* 36(375-392).
- Willen, S., J. Mulligan and H. Castañeda. 2011. "Take a Stand Commentary: How can Medical Anthropologists Contribute to Contemporary Conversations on 'Illegal' Im/migration and Health?" *Medical Anthropology Quarterly* 25(3): 331-356.
- Carruth, L. & E. Mendenhall. 2019. "Wasting away": Diabetes, food insecurity, and medical insecurity in the Somali Region of Ethiopia. *Social Science and Medicine* 228:155-163.

Week 3: Bio-cultural approaches to disease.

- Hicks, Katherine and William Leonard. 2014. Linking Evolutionary and Political-Economic Theory in Biological Anthropology. *Current Anthropology* 55(5): 523-550.
- Gravlee, Lance. 2009. How Race Becomes Biology: The Embodiment of Social Inequality. *American Journal of Physical Anthropology* 139(1): 47-57.
- Dupras, T. L., Williams, L. J., Willems, H., & Peeters, C. (2010). Pathological skeletal remains from ancient Egypt: the earliest case of diabetes mellitus?. *Practical Diabetes International*, 27(8), 358-363a.
- Eaton, S.B., Konner, M., & Shostak, M. (1988). Stone agers in the fast lane: chronic degenerative diseases in evolutionary perspective. *American Journal of Medicine*, 84(4), 739-749.

- Ferzacca, S. (2012). Diabetes and culture. *Annual Review of Anthropology*, 41(1), 411-426.
- Pollack, M. (2018). Care in the context of a chronic epidemic: Caring for diabetes in Chicago's native community. *Medical Anthropology Quarterly*, 32(2), 196-213.
- Nelson, R. (2009). Adult health outcomes and their implications for experiences of childhood nutritional stress in Jamaica. *American Journal of Human Biology* 21:671-678.

Week 4: Disease, colonialism, and migration.

- Dobyns, H.F. (1993). Disease transfer at contact. *Annual Review of Anthropology*, 22(1), 273-291.
- Hurtado, A.M., Lambourne, C.A., James, P., Hill, K., Cheman, K., & Baca, K. (2005). Human rights, biomedical science, and infectious diseases among South American Indigenous groups. *Annual Review of Anthropology*, 34(1), 639-665.
- Klaus, H.D., & Tam, M.E. (2010). Oral health and postcontact adaptive transition: A contextual reconstruction of diet in Mórrope, Peru. *American Journal of Physical Anthropology* 141(4), 594-609.
- Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.[2]

Module 2: Reproduction and Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine human reproduction in its biological and cultural expression, particularly how reproductive practices (birthing, feeding, caretaking) have transformed human societies past and present. The order of our discussion of this topic will be as follows:

Week 5: Making Humans, Making Kin

- Davis, Dana-Ain. 2018. "Obstetric Racism: The Racial Politics of Pregnancy, Labor, and Birthing." *Medical Anthropology*.
- Rapp, R. and F. Ginsburg. 2001. "Enabling Disability: Rewriting Kinship, Re-imagining Citizenship." *Public Culture* 13(3): 533-556.

- Jaffré, Yannick, Siri Suh. 2016. "Where the lay and the technical Meet: Using an Anthropology of Interfaces to Explain Persistent Reproductive Health Disparities in West Africa." *Social Science and Medicine* 156: 175-183.
- Walks, Michelle. 2018. "Chestfeeding as gender fluid practice." *Breastfeeding: New Anthropological Approaches*. New York: Routledge. Pgs. 127-140
- Cromer, Risa. 2018. "Waiting: The Redemption of Frozen Embryos through Embryo Adoption and Stem Cell Research in the United States." *The Anthropology of the Fetus: Biology, Culture, and Society*. New York: Berghann Books. Pgs. 171-199.

Week 6: Evolution, Biology and Reproduction in the Past and Present

- Blake, Kathleen A.S. 2018. "The Biology of the Fetal Period: Interpreting Life from Fetal Skeletal Remains." *The Anthropology of the Fetus: Biology, Culture, and Society*. New York: Berghann Books. Pgs. 34-58.
- Halcrow, Sian, Nancy Tales, and Gail Elliot . 2018. "The bioarchaeology of fetuses." *The Anthropology of the Fetus: Biology, Culture, and Society*. New York: Berghann Books.
- Martin, Melanie, Geni Garcia, Hillard S.Kaplan, Michael D.Gurvena. 2016. "Conflict or congruence? Maternal and infant-centric factors associated with shorter exclusive breastfeeding durations among the Tsimane." *Social Science and Medicine* 170 (December): 9-17.
- Veile, Amanda and Karen Kramer. 2018. "Shifting weanling's optimum: breastfeeding ecology and infant health in Yucatán." *Breastfeeding: New Anthropological Approaches*. New York: Routledge. Pgs. 170-184.
- Quinn, EA, Kesang Diki Bista, and Geoff Childs. 2015. "Milk at Altitude: Human milk macronutrient composition in a high-altitude adapted population of tibetans." *American Journal of Physical Anthropology* 159(2): 233-243.
- Kramer, Karen, Amanda Veile and Erik Otárola-Castillo. 2016. "Sibling Competition & Growth Tradeoffs. Biological vs. Statistical Significance." *PLOS One* 11(3): e0150126

Week 7: Archaeology of Reproduction

- Liston, M.A. and Rotroff, S.I., 2013. Babies in the well: Archaeological evidence for newborn disposal in Hellenistic Greece. *The Oxford handbook of childhood and education in the classical world*, pp.62-82.

- Smith, P.E., 2005. Children and ceramic innovation: A study in the archaeology of children. *Archeological Papers of the American Anthropological Association*, 15(1), pp.65-76.
- Kamp, K.A., 2001. Where have all the children gone?: the archaeology of childhood. *Journal of Archaeological Method and theory*, 8(1), pp.1-34.
- Baxter, J.E., 2008. The archaeology of childhood. *Annual Review of Anthropology*, 37, pp.159-175.
- Dozier, C.A., 2016. Finding children without toys: the archaeology of children at Shabbona Grove, Illinois. *Childhood in the Past*, 9(1), pp.58-74.

Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to explore how humans have effected change on environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

Week 8: The Anthropocene: Critical Perspectives

- Moore, A. (2015). Anthropocene Anthropology: Reconceptualizing Contemporary Global Change. *Journal of the Royal Anthropological Institute* 22(1): 27-46.
- Gibson, H. and S. Venkateswar. 2015. Anthropological Engagement with the Anthropocene: A Critical Review. *Environment and Society* 6(1): 5-27.
- Bauer, AM and EC Ellis. 2018. The Anthropocene Divide. *Current Anthropology* 59(2): 209-227.
- Barrios, R. 2017. What Does Catastrophe Reveal for Whom? The Anthropology of Crises and Disasters at the Onset of the Anthropocene. *Annual Review of Anthropology* 46: 151-166.

Week 9: Interaction between the human body and the environment.

- Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.
- Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

- Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.
- Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

Week 10: Human society and environmental change over the long term

- McMichael, C.N., Matthews-Bird, F., Farfan-Rios, W. and Feeley, K.J., 2017. Ancient human disturbances may be skewing our understanding of Amazonian forests. *Proceedings of the National Academy of Sciences*, 114(3), pp.522-527.
- Levis, Carolina, Flávia RC Costa, Frans Bongers, Marielos Peña-Claros, Charles R. Clement, André B. Junqueira, Eduardo G. Neves et al. "Persistent effects of pre-Columbian plant domestication on Amazonian forest composition." *Science* 355, no. 6328 (2017): 925-931.
- Stahl, P.W., 2015. Interpreting interfluvial landscape transformations in the pre-Columbian Amazon. *The Holocene*, 25(10), pp.1598-1603.
- Haraway, Donna. 2016. "Tentacular Thinking: Anthropocene, Capitalocene, Cthulucene." In *Staying with the Trouble*, pp. 30-37.
- Koch, A., Brierley, C., Maslin, M.M. and Lewis, S.L., 2019. Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews*, 207, pp.13-36.

Module 4: Technology and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow human-thing assemblages from the distant past into the future by considering how technologies have and will continue to transform human societies. The order of our discussion of this topic will be as follows:

Week 11: Technology in the Transformation of Anthropology.

- Lehman, J., et al. (2018) "The surprising creativity of digital evolution: A collection of anecdotes from the evolutionary computation and artificial life research communities." *preprint:1803.03453*.
- Franklin, S (2007) Emergent Life Forms and the Global Biological. In *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems*, edited by Aihwa Ong and Stephen J. Collier. Pp. 59-78. Blackwell Publishing.

- Lang, T., et al. (2017). Towards human exploration of space: the THESEUS review series on muscle and bone research priorities. *Microgravity*, 3(1), 8.
- Hendy, J., et al. (2018). Proteomic evidence of dietary sources in ancient dental calculus. *Proc. R. Soc. B*, 285(1883), 20180977.

Week 12: Transformative technologies.

- Clark, J. E., & Blake, M. (1994). The power of prestige: competitive generosity and the emergence of rank societies in lowland Mesoamerica. In E. M. Brumfiel and J.W. Fox (Eds.), *Factional competition and political development in the New World* (pp. 17-30). Cambridge, UK: Cambridge University Press.
- Elston, R. G., Guanghui, D., & Dongju, Z. (2011). Late Pleistocene intensification technologies in Northern China. *Quaternary International* 242(2), 401-415.
- Rice, P.M. (1999) On the origins of pottery. *Journal of Archaeological Method and Theory* 6: 1-54.
- Ingold, T., 2002. The perception of the environment: essays on livelihood, dwelling and skill. Routledge. Chapters 18-20, pp. 339-372.
- Proffitt, T., Luncz, L.V., Falótico, T., Ottoni, E.B., de la Torre, I. and Haslam, M., 2016. Wild monkeys flake stone tools. *Nature*, 539(7627), p.85-88.

Week 13: An Anthropology of Science: Engagements with STS

- TallBear, Kim. 2017. "Beyond the Life/Not Life Binary: A Feminist Indigenous Reading of Cryopreservation, Interspecies thinking, and the New Materialism." In *Cryopolitics: Frozen Life in a Melting World*. Pgs. 179-202.
- Lenton, T. and B. Latour. 2018. "Could Humans add Some level of Self-Awareness to Earth's Self-Regulation?" *Science* 361(6407): 1066-1068.
- Latour, B. and T. Lenton. 2018. "Extending the Domain of Freedom, or Why is Gaia so Hard to Understand. *Critical Inquiry* prepublication.
- Todd, Zoe. "An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' is Just Another Word for Colonialism." *Journal of Historical Sociology* 29(1), 4-22.
- Castro, Eduardo Viveiros de. 1998. "Cosmological Deixis and Amerindian Perspectivism." *Journal of the Royal Anthropological Institute* 4 (3): 469-88.
<https://doi.org/10.2307/3034157>.

- Rizvi, U.Z., 2008. Decolonizing methodologies as strategies of practice: operationalizing the postcolonial critique in the archaeology of Rajasthan. *Archaeology and the postcolonial critique*, pp.109-127.
- Liebmann, M., 2018. Losing Control in the American Southwest: Collaborative Archaeology in the Service of Descendant Communities. *Engaging Archaeology: 25 Case Studies in Research Practice*, p.23.

Course Calendar		
Day:	Topic:	Deadlines:
<u>Do this first</u>	First week assignment	NA
Week 1	Introduction to the course	NO CLASS
Week 2	Public health, science, and technology in the transformation of modern society	
Week 3	Biocultural Approaches to Disease	
Week 4	Disease, colonialism, and migration	Conference Call for Papers Due
Week 5	Making Humans, Making Kin	
Week 6	Evolution, Biology and Reproduction in the Past and Present	
Week 7	Archaeology of Reproduction	
Week 8	The Anthropocene: Critical Perspectives	Final Paper Abstract Due

Week 9	Interaction between the human body and the environment	
Week 10	Human society and environmental change over the long term	Conference Program Due
Week 11	Technology in the Transformation of Anthropology	
Week 12	Transformative Technologies	
Week 13	An Anthropology of Science: Engagements with STS	
Week 14	Conference	Conference presentations due
Week 15	No class: final projects due	Peer- and Self-Evaluations Due Term Papers Due