Course Information
Course name: General Anthropology
Course ID: ANT 2000 (0M01)
Credit hours: 3.0 hours
Semester/year: Fall 2019
Location/time: T 4:30-5:50, CB2 105
Course GTA: George Micheletti
GTA hours: ----
GTA e-mail: via WebCourses Inbox

Professor Contact
Instructor: Dr. Michael Callaghan
Main office: Howard Phillips Hall 409L
Phone: 407-823-4964
Office Hours: T, TH 10-11:30 and appointment
E-mail: michael.callaghan@ucf.edu

University Catalog Description
An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology.

What is this course about?
General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

After successfully completing this course, you should be able to:
- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation**: You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions**: You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application**: You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are provided as open resources, made available to you through the UCF Library system, or posted in the modules. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

How should I plan my time for this course?

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

During the next 15 weeks of the Fall 2019 term, you should expect to spend around 1.5 hours of class time each week engaging in face-to-face lectures. You should also plan on setting aside at least two to three hours each week for reading and your assigned coursework posted in each learning module.
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 course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please visit my office hours on Tuesdays and Thursdays from 10:00-11:30am in my office in Howard Philips Hall 409P. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA (see menu on the left for access).

How do I get started in the course?

UCF faculty members are required to document all students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Academic Survey** by **11:59pm EST** on **August 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.

What are the course requirements?

**Summary**

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

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 10 online quizzes
- complete 3 online exams
- complete 10 online assignments

**Academic Activity Assessment (week 1 only)**

This is a simple survey available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

**Gen-Ed Pre-Test and Post-Test**

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They will not count against you. The **Pre Test** is due **September 8 at 11:59pm**. The **Post Test** is due **December 4 at 11:59pm**.

**Modules**

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

**Readings**

Readings are due on the day assigned. It is imperative that you do the readings **before** you come to class, so that you will be prepared to understand the lectures and participate in discussions.

**Attendance (5% of final grade)**
Attendance will be taken using the new "UCF here" app available for all smart phones. If you do not have a smart have, come see me before the second week of classes. We will begin taking attendance the second week of classes once enrollments become stable.

Reading Quizzes (20% of final grade)
You will complete 10 reading quizzes. Questions for quizzes assess your knowledge of the readings due on the day of the face-to-face class each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Short Reflections (20% of final grade)
There will 10 online assignments during the semester. The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experienced. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (55% of final grade)
Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online.

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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Reading Quizzes (8 of 10)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>275</td>
<td>55%</td>
</tr>
<tr>
<td>Short Papers (2)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

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. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed within one week of the grade being released.

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79%</td>
</tr>
</tbody>
</table>

https://webcourses.ucf.edu/courses/1341299/assignments/syllabus
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.

What if I miss an assignment, quiz, or exam due date?

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

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

- If you are participating in an official UCF event (e.g., sports, ROTC or academic events), please provide the proper documentation in advance of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students observing a holy day of their religious faith are expected to notify their instructor in advance of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a deployed active duty or a reservist military student, please contact your instructor to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are going to miss an exam, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online within five days of the missed exam due date (if medically possible).

Is the course accessible for students with disabilities?

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

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

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:

https://webcourses.ucf.edu/courses/1341299/assignments/syllabus
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).

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/](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.

**Why should I use WebCourses Inbox?**

In this course, our official mode of communication is through the secure WebCourses Inbox system. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight’s Email account to communicate with the professor and/or the GTA. However, if you use the UCF Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight’s Mail systems. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

**What are the technology and software requirements?**

You must have access to a reliable computer and a reliable internet connection at least three times a week for this course. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information on UCF computer labs and a campus schedule, 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).

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

WebCourses has an online tracking system where professors can review a student’s progress and activities 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. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the “Bill Gates ate my homework” or “I took the exam, but...” excuses can be traced and verified.

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the ‘Help’ button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

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

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

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

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

**What if there is an Emergency on campus?**

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

- In case of an emergency, dial 911 for assistance.
- 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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be)

**What is the course lecture and assignment schedule?**

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

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

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

---

https://webcourses.ucf.edu/courses/1341299/assignments/syllabus
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-Aug</td>
<td>What is Anthropology?</td>
<td>Callaghan and Williams (chapter 1, pp. 1-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there different kinds of Anthropologists?</td>
<td>Callaghan and Williams (chapter 1, pp. 8-20)</td>
</tr>
<tr>
<td>2</td>
<td>3-Sep</td>
<td>What is Culture?</td>
<td>Callaghan and Williams (chapter 1, pp. 1-8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is Cultural Relativity Possible?</td>
<td>Miner. 1956.pdf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kratz. 2002.pdf</td>
</tr>
<tr>
<td>3</td>
<td>10-Sep</td>
<td>Why is Evolutionary Theory Important?</td>
<td>Callaghan and Williams (chapter 2, pp. 21-52)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can we Reconcile Evolution and Faith?</td>
<td>Callaghan and Williams (chapter 2, pp. 52-58); Collins, 2007.pdf; Penn State.pdf</td>
</tr>
<tr>
<td>4</td>
<td>17-Sep</td>
<td>Who were the Earliest Hominids?</td>
<td>Callaghan and Williams (chapter 4, pp. 100-114)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who were the Earliest Homo Species?</td>
<td>Callaghan and Williams (chapter 4, pp. 115-122)</td>
</tr>
<tr>
<td>5</td>
<td>24-Sep</td>
<td>When did Homo Sapiens Evolve?</td>
<td>Callaghan and Williams (chapter 4, pp. 122-142)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What's it like to find Fossil Hominids?</td>
<td>The Atlantic (<a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/</a>),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scientific American; (<a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-">https://www.scientificamerican.com/article/new-evidence-of-mysterious-</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>homo-naledi-raises-questions-about-how-humans-evolved/),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Film: Dawn of Humanity (<a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>)</td>
</tr>
<tr>
<td>6</td>
<td>1-Oct</td>
<td>Are Humans still Evolving?</td>
<td>Callaghan and Williams (chapter 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 1</td>
<td>(%24CANVAS_COURSE_REFERENCE%24/file_ref/g9c4041f0d945b64b7e7f6d4dc3a8d6b2/download wrap=1)</td>
</tr>
<tr>
<td>7</td>
<td>8-Oct</td>
<td>How do we do Archaeology?</td>
<td>Callaghan and Williams (chapter 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where did Ancient States Come from and</td>
<td>(%24CANVAS_COURSE_REFERENCE%24/file_ref/g8e8d49da58670016eab0c9a176a08c24/download wrap=1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>were they Inevitable?</td>
<td>Callaghan and Williams (chapter 6, pp. 165-181)</td>
</tr>
<tr>
<td>8</td>
<td>15-Oct</td>
<td>What did the Ancient Maya believe?</td>
<td>Schele and Freidel (1992)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How did the Ancient Maya live and where</td>
<td>Callaghan and Williams (chapter 6, pp. 182-204)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>did they go?</td>
<td>(<a href="https://www2.palomar.edu/anthro/homo2/default.htm">https://www2.palomar.edu/anthro/homo2/default.htm</a>)</td>
</tr>
<tr>
<td>9</td>
<td>22-Oct</td>
<td>The Sapir-Whorf Hypothesis</td>
<td>Thomson (1975)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(%24CANVAS_COURSE_REFERENCE%24/file_ref/ge8654a4b3a4ed9ed7515a7d3ec1ccf0c/download wrap=1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(%24CANVAS_COURSE_REFERENCE%24/file_ref/ge8654a4b3a4ed9ed7515a7d3ec1ccf0c/download wrap=1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is Language?</td>
<td>Perspectives (chapter 4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why do we Miscommunicate if we speak the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>same Language?</td>
<td>Tannen (1990, 1994)</td>
</tr>
<tr>
<td>11</td>
<td>5-Nov</td>
<td>How do Cultural Anthropologists Study</td>
<td>Perspectives (chapters 3 and 16); Sterk (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living Groups?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12-Nov</td>
<td>How and When do we Learn our Culture?</td>
<td>Henry (1963)</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Aug 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318201" alt="Academic Activity Survey" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Sep 2, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318206" alt="Reading Quiz 1" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318204" alt="Reading Quiz 2" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318203" alt="Reading Quiz 3" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318205" alt="Reading Quiz 4" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318209" alt="Reading Quiz 5" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318210" alt="Reading Quiz 6" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318208" alt="Reading Quiz 7" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu Oct 31, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318211" alt="Reflection 1" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Nov 11, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318207" alt="Reading Quiz 8" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu Nov 21, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318212" alt="Reflection 2" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318200" alt="Reading Quiz 9" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue Dec 3, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1341299/assignments/6318202" alt="Reading Quiz 10" /> due by 11:59pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Summary:**

- **Online**
  - The Sambia and the Construction of Gender [Herdt (1983)](https://webcourses.ucf.edu/courses/1341299/assignments/6318204)
  - The Sambia and Rites of Passage [Film: Guardians of the Flutes](https://search-alexanderstreet-com.ezproxy.net.ucf.edu/view/work/bibliographic_entity%7Cvideo_work%7C1784480)
  - Where do our Relatives come from and why does it Matter? [Perspectives (chapter 8)](https://webcourses.ucf.edu/courses/1341299/assignments/6318212)

- **13-14 Nov**
  - NO CLASS - THANKSGIVING

- **3-Dec**
  - How do we Create Meaning through Religion? [Perspectives (chapter 11)](https://webcourses.ucf.edu/courses/1341299/assignments/6318200)

- **5-Dec**
  - Exam 3 [Perspectives (chapter 11)](https://webcourses.ucf.edu/courses/1341299/assignments/6318200)
Course Syllabus

Course Information

Course name: General Anthropology
Course ID: ANT 2000 (0003)
Credit hours: 3.0 hours
Semester/year: Fall 2019
Location/time: T, TH 12 - 1:15pm, PSY 108
Course GTA: George Micheletti
GTA hours: ----
GTA e-mail: via WebCourses Inbox

Professor Contact

Instructor: Dr. Michael Callaghan
Main office: Howard Phillips Hall 409L
Phone: 407-823-4964
Office Hours T, TH 10-11:30 and appointment
E-mail: michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
• Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
• Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

• Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
• Demonstrate initial skills in information literacy.
• Provide opinions and factual information through written and oral communication.
• Apply intercultural knowledge in various contexts.
• Participate in teamwork and problem solving activities in an effective manner.
• Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

• Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
• Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds.
• Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today.
• Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment.
• Train you to assess and decipher information in a world of conflicting sources.

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

• Interpretation and Evaluation: You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
• Cultural Interactions: You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
• Knowledge Application: You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are provided as open resources, made available to you through the UCF Library system, or posted in the modules. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

How should I plan my time for this course?

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

During the next 15 weeks of the Fall 2019 term, you should expect to spend around three hours of class time each week engaging in face-to-face lectures. You should also plan on setting aside at least two to three hours each week for reading and your assigned coursework posted in each
learning module. 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 course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please visit my office hours on Tuesdays and Thursdays from 10:00-11:30am in my office in Howard Philips Hall 409P. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA (see menu on the left for access).

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: Academic Survey by 11:59pm EST on August 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.

What are the course requirements?

Summary

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

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 exams
- complete 2 short reflection papers

Academic Activity Assessment (week 1 only)

This is a simple survey available through the webcourse page. Failure to complete this assessment will result in delay of financial aid disbursements.

Gen-Ed Pre-Test and Post-Test

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They will not count against you. The Pre Test is due September 8 at 11:59pm. The Post Test is due December 4 at 11:59pm.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings before you come to class, so that you will be prepared to understand the lectures and participate in discussions.

Attendance (5% of final grade)
Attendance will be taken using the new "UCF here" app available for all smart phones. If you do not have a smart phone, come see me before the second week of classes. We will begin taking attendance the second week of classes once enrollments become stable.

Reading Quizzes (15% of final grade)
You will complete 10 reading quizzes and your lowest two grades will be dropped. Questions for quizzes assess your knowledge of the readings due on the day of the face-to-face class each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Short Reflections (20% of final grade)
There will be two short (1-2 page) papers assigned during the semester. The assignments will ask you to respond or reflect upon an issue relevant to the course. Like the “attendance quizzes”, these short responses are low stakes assignments designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

In-class Exams (60% of final grade)
Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide.

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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Reading Quizzes (8 of 10)</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
<td>60%</td>
</tr>
<tr>
<td>Short Papers (2)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

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. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score after a grade has been released, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed within one week of the grade being released.

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

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How is respect for diversity maintained?

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

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

How is academic integrity maintained?

How is academic integrity maintained? 

https://webcourses.ucf.edu/courses/1335791/assignments/syllabus
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).

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/](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.

### Why should I use WebCourses Inbox?

In this course, our official mode of communication is through the secure WebCourses Inbox system. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, if you use the UCF Knights Mail system, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

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

### What are the technology and software requirements?

You must have access to a reliable computer and a reliable internet connection at least three times a week for this course. If you do not own a computer, there are student accessible computers in all of UCF’s computer labs. For further information on UCF computer labs and a campus schedule, 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).

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

WebCourses has an online tracking system where professors can review a student’s progress and activities 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. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the “Bill Gates ate my homework” or “I took the exam, but . . .” excuses can be traced and verified.

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the ‘Help’ button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

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

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

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

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

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- 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://www.youtube.com/watch?v=NtKYaaj4pkk&feature=youtu.be)

What is the course lecture and assignment schedule?

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

Your lecture schedule and course materials may be accessed through the ‘Modules’ button in the course menu on the left.
**Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.

**Assigned readings** are listed in the INTRODUCTION page of each learning module.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27-Aug</td>
<td>What is Anthropology?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29-Aug</td>
<td>Are there different kinds of Anthropologists?</td>
<td>Callaghan and Williams (chapter 1, pp. 1-8)</td>
</tr>
<tr>
<td>2</td>
<td>3-Sep</td>
<td>What is Culture?</td>
<td>Callaghan and Williams (chapter 1, pp. 8-20)</td>
</tr>
<tr>
<td>3</td>
<td>10-Sep</td>
<td>Why is Evolutionary Theory Important?</td>
<td>Callaghan and Williams (chapter 2, pp. 21-52)</td>
</tr>
<tr>
<td></td>
<td>12-Sep</td>
<td>Can we Reconcile Evolution and Faith?</td>
<td>Callaghan and Williams (chapter 2, pp. 52-58); Collins, 2007.pdf Penn State.pdf</td>
</tr>
<tr>
<td>4</td>
<td>17-Sep</td>
<td>Who were the Earliest Hominids?</td>
<td>Callaghan and Williams (chapter 4, pp. 100-114) (<a href="https://www2.palomar.edu/anthro/hominid/default.htm">https://www2.palomar.edu/anthro/hominid/default.htm</a>)</td>
</tr>
<tr>
<td></td>
<td>19-Sep</td>
<td>Who were the Earliest Homo Species?</td>
<td>Callaghan and Williams (chapter 4, pp. 115-122) (<a href="https://www2.palomar.edu/anthro/homo/default.htm">https://www2.palomar.edu/anthro/homo/default.htm</a>)</td>
</tr>
<tr>
<td>5</td>
<td>24-Sep</td>
<td>When did Homo Sapiens Evolve?</td>
<td>Callaghan and Williams (chapter 4, pp. 122-142)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film (in class): Dawn of Humanity</td>
<td>(<a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(<a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1-Oct</td>
<td>Are Humans still Evolving?</td>
<td>Callaghan and Williams (chapter 3)</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8-Oct</td>
<td>Where did Ancient States Come from and were they Inevitable?</td>
<td>Callaghan and Williams (chapter 6, pp. 165-181)</td>
</tr>
<tr>
<td></td>
<td>10-Oct</td>
<td>How do we do archaeology?</td>
<td>Callaghan and Williams (chapter 5)</td>
</tr>
<tr>
<td>8</td>
<td>15-Oct</td>
<td>What did the Ancient Maya believe?</td>
<td>Schele and Freidel (1992)</td>
</tr>
<tr>
<td></td>
<td>17-Oct</td>
<td>How did the Ancient Maya live and where did they go?</td>
<td>Callaghan and Williams (chapter 6, pp. 182-204)</td>
</tr>
<tr>
<td>9</td>
<td>22-Oct</td>
<td>The Sapir-Whorf Hypothesis</td>
<td>Thomson (1975)</td>
</tr>
<tr>
<td>10</td>
<td>24-Oct</td>
<td>What is Language?</td>
<td>Perspectives (chapter 4)</td>
</tr>
<tr>
<td>9-Oct</td>
<td>Can only humans use language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>31-Oct</td>
<td>Why do we Miscommunicate if we speak the same Language?</td>
<td>Tannen (1990, 1994)</td>
</tr>
<tr>
<td>12</td>
<td>5-Nov</td>
<td>How do Cultural Anthropologists Study Living Groups?</td>
<td>Perspectives (chapters 3 and 16), Sterk (2000)</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12-Nov</td>
<td>How does our Culture Teach Us about Sex, Gender, and Sexuality?</td>
<td>Henry (1963), Perspectives (chapter 10)</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Fri Aug 30, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257836">Academic Activity Survey</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Sep 2, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257834">Reading Quiz 1</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257832">Reading Quiz 2</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257827">Reading Quiz 3</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257828">Reading Quiz 4</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257826">Reading Quiz 5</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257833">Reading Quiz 6</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257830">Reading Quiz 7</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Thu Oct 31, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257847">Reflection 1</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Nov 11, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257831">Reading Quiz 8</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Thu Nov 21, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257848">Reflection 2</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257829">Reading Quiz 9</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Tue Dec 3, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257835">Reading Quiz 10</a></td>
<td>due by 11:59pm</td>
<td></td>
</tr>
</tbody>
</table>
ANT2000 General Anthropology
Fall 2019

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Instructor:
Dr. Neil Duncan
Office: Howard Phillips Hall 309
Office Hours: Mondays and Wednesdays 10 am - 11 am, or by appointment
Email: Webcourses mail client or neil.duncan@ucf.edu
Office Phone: 407-823-4961

Teaching Assistant: Rodrigo Guzman
Office Hours: TBA
Email: Webcourses mail client

Course Description
An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology
This course will introduce you to the varied approaches anthropologists use to examine and explain
humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics.

Student Learning Outcomes

When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

Required Text

Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. And reading will help you better understand my lectures and perform well on the tests and quizzes. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbook.

Course Requirements

There are 15 modules to be completed in sequence. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after. So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Essays/Response Papers (3 @ 25 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Bi-Weekly Reading Quizzes (15 @ 5 points each)</td>
<td>75</td>
</tr>
</tbody>
</table>
Exams (3 @ 50 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials. **The last exam is cumulative.**

---

Essays and Response Papers (3 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

---

Quizzes (15 @ 5 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will negatively affect your final grade.

---

**Grading Scale**

<table>
<thead>
<tr>
<th>Name</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 94.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 74.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 64.0%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64.0 % to 61.0%</td>
</tr>
</tbody>
</table>
A Note on Due Dates - a reiteration

You must take the final exam and complete assignments before their due dates. There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency. This is a full semester course, please do not fall behind.

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

Class Website

The course syllabus and information on assignments are available on Webcourses. Grades will be posted in Webcourses as well. You will be informed of important class information via e-mail or announcement on Webcourses. Please check your e-mail and the Webcourses Modules page regularly. If you fail to do so, there is a possibility that you will miss crucial material.

Extra Credit

There will be no extra credit offered.

Policy Statements

Academic Integrity

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

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in
any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](http://www.academicintegrity.org/ica/assets/FVProject.pdf).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, 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.

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu (http://my.ucf.edu/), and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

Emergencies may occur that could affect this course's schedule.

Deployed Active Duty Military Students

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

Copyright

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

THIS SYLLABUS IS SUBJECT TO CHANGE
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325505" alt="GEP Anthropology PreTest" /> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325483" alt="Quiz 1: Take this Quiz!" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 2, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325502" alt="Assignment 1" /> due by 11:59pm</td>
</tr>
<tr>
<td>Tue Sep 3, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325484" alt="Quiz 2" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325499" alt="Quiz 3" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325499" alt="Quiz 4" /> due by 11:59pm</td>
</tr>
<tr>
<td>Fri Sep 20, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325502" alt="Assignment 2" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325485" alt="Quiz 5" /> due by 11:59pm</td>
</tr>
<tr>
<td>Fri Sep 27, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325490" alt="Exam 1" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325493" alt="Quiz 6" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325496" alt="Quiz 7" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325497" alt="Quiz 8" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325482" alt="Quiz 9" /> due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Oct 28, 2019</td>
<td>Quiz 10 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325488">Assignment</a></td>
</tr>
<tr>
<td>Fri Nov 1, 2019</td>
<td>Exam 2 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325494">Assignment</a></td>
</tr>
<tr>
<td>Mon Nov 4, 2019</td>
<td>Quiz 11 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325487">Assignment</a></td>
</tr>
<tr>
<td>Tue Nov 12, 2019</td>
<td>Quiz 12 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325491">Assignment</a></td>
</tr>
<tr>
<td>Mon Nov 18, 2019</td>
<td>Quiz 13 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325486">Assignment</a></td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td>Quiz 14 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325501">Assignment</a></td>
</tr>
<tr>
<td>Mon Dec 2, 2019</td>
<td>Quiz 15 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325500">Assignment</a></td>
</tr>
<tr>
<td>Tue Dec 3, 2019</td>
<td>Assignment 3 - &quot;How I learned to be a ............&quot; <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325504">Assignment</a></td>
</tr>
<tr>
<td>Fri Dec 6, 2019</td>
<td>Exam 3 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325492">Assignment</a></td>
</tr>
</tbody>
</table>
Course Syllabus

ANT2000 General Anthropology
Fall 2019

W - World Wide Web

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Instructor:

Dr. Neil Duncan

Office: RESEARCH 1 Room 355; Howard Phillips Hall 309

Office Hours: Research 1 Room 355, Mondays and Wednesdays 10 am - 11 am, or by appointment

Email: Webcourses mail client or neil.duncan@ucf.edu

Office Phone: 407-823-4961

Teaching Assistant: Rodrigo Guzman

Office Hours: TBA

Email: Webcourses mail client

Course Description

An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical...
Anthropology, Linguistics, and Archaeology

This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics.

Student Learning Outcomes

When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

Required Text

Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. And reading will help you better understand my lectures and perform well on the tests and quizzes. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbook.

Course Requirements

There are 15 modules to be completed in sequence. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after. So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Essays/Response Papers (3 @ 25 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Bi-Weekly Reading Quizzes (15 @ 5</td>
<td></td>
</tr>
</tbody>
</table>
Exams (3 @ 50 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials. **The last exam is cumulative.**

- 

Essays and Response Papers (3 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

Quizzes (15 @ 5 points each)

Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will negatively affect your final grade.

Grading Scale

<table>
<thead>
<tr>
<th>Name</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 %  to 94.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 74.0%</td>
</tr>
</tbody>
</table>
C-  < 74.0 % to 70.0%
D+  < 70.0 % to 67.0%
D   < 67.0 % to 64.0%
D-  < 64.0 % to 61.0%
F   < 61.0 % to 0.0%

A Note on Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency. This is a full semester course, please do not fall behind.

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

Class Website

The course syllabus and information on assignments are available on Webcourses. Grades will be posted in Webcourses as well. You will be informed of important class information via e-mail or announcement on Webcourses. Please check your e-mail and the Webcourses Modules page regularly. If you fail to do so, there is a possibility that you will miss crucial material.

Extra Credit

There will be no extra credit offered.

Policy Statements
Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity. (http://www.academicintegrity.org/icai/assets/FVProject.pdf)

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, 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.

Unexpected Course Changes

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.

Emergencies may occur that could affect this course’s schedule.

Deployed Active Duty Military Students

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

Copyright

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

THIS SYLLABUS IS SUBJECT TO CHANGE

### Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 30, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325505">GEP Anthropology PreTest</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325483">Quiz 1: Take this Quiz!</a> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325484">Quiz 2</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325499">Quiz 3</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325502">Assignment 1</a> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325489">Quiz 4</a> due by 11:59pm</td>
</tr>
<tr>
<td>Fri Sep 20, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503">Assignment 2</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503">Quiz 5</a></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325485" alt="Assignment" /> due by 11:59pm</td>
</tr>
<tr>
<td>Fri Sep 27, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325490" alt="Exam 1" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325493" alt="Quiz 6" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325496" alt="Quiz 7" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325497" alt="Quiz 8" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325482" alt="Quiz 9" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 28, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325488" alt="Quiz 10" /> due by 11:59pm</td>
</tr>
<tr>
<td>Fri Nov 1, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325494" alt="Exam 2" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 4, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325487" alt="Quiz 11" /> due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 12, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325491" alt="Quiz 12" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 18, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325486" alt="Quiz 13" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325501" alt="Quiz 14" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Dec 2, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325500" alt="Quiz 15" /> due by 11:59pm</td>
</tr>
<tr>
<td>Tue Dec 3, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1338041/assignments/6325504" alt="Assignment 3 - &quot;How I learned to be a ...........&quot;" /> due by 11:59pm</td>
</tr>
</tbody>
</table>
Fri Dec 6, 2019

Exam 3

(https://webcourses.ucf.edu/courses/1338041/assignments/6325492) due by 11:59pm
Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD  
Office: Phillips Hall, 311C  
Office Hours: MW 1:30pm – 2:30pm  
Phone: 407-823-6503  
Email: Edward.Gonzalez-Tennant@ucf.edu  
Office hours are not held on days class does not meet, such as holidays.

Teaching Assistant

TA: Caroline Jasiak  
Email: caroline.jasiak@knights.ucf.edu  
Office: Main Campus, Phillips Hall, 309  
Office Hours: TBD

Required Course Materials/Resources

*Anthropology: What Does It Mean to be Human?* 4th Edition  
By Robert H. Lavenda & Emily A. Schultz, Oxford University Press.

1 pack of 3 x 5 inch note cards for in-class activities.

Course Description

This course introduces students to the dynamic discipline of anthropology as it exists in the contemporary world. Such an understanding requires a historical perspective and broad foundation because anthropology takes as its subject a wide range of topics (basically, everything humans do, have done, and will do). This variation is partially a product of anthropologists identifying with one or more of four broadly defined sub-disciplines. These sub-disciplines are biological, archaeological, social/cultural, and linguistic. Questions asked by anthropologists include the evolution of modern humans and primate behavior (biological anthropology); the diversity of languages, their origins, and spread across the planet (linguistic anthropology); documenting and understanding the multiplicity of cultural groups throughout the world (cultural anthropology); and the experiences of past peoples as evidenced through their material remains (archaeological anthropology). This course will demonstrate the vitality of anthropology in our rapidly changing world.

Student Learning Objectives

Upon successful completion of this course, each student will:
• Apply anthropological concepts and critical reasoning skills to culture, human diversity, and the modern world around you
• Have a detailed knowledge of anthropology’s sub-disciplines, how they have been re-configured over time, and the major methods employed by each
• Understand the evolutionary sequence beginning approximately 5-6 million years ago leading up to modern humans
• Understand the rise of social complexity and the trajectory of economic, political, and legal systems across time and space
• Develop an appreciation for the wide range of cultural perspectives on kinship, domestic life, reproduction, and illness
• Understand how anthropology contributes to the modern world by exploring the development of religions, expressive cultures, and the importance of cross-cultural communication
• Increase their knowledge of the interconnectedness of our world, and how our world is transforming because of globalization and development, migration, and new media

**Grading**

Grades will be determined from four exams, a digital storytelling project, and in-class exercises. Students are expected to complete assigned readings prior to attending class (this facilitates thoughtful engagement with material) and/or other assignments (e.g., exams).

Your grades will come from the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Exams</td>
<td>240 possible</td>
</tr>
<tr>
<td>Two Video Responses</td>
<td>20 possible</td>
</tr>
<tr>
<td>Eight In-Class Exercises</td>
<td>40 possible</td>
</tr>
</tbody>
</table>

**Breakdown of Grading**

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours (all times are EST). Questions are drawn from lectures and readings. There is NO cumulative final exam. I DO NOT post study guides. [Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF’s streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due. [Total Points: 20]

Eight In-Class Exercises: A series of short in-class assignments will allow students to engage with one another and the instructor on a wide variety of topics. In-class exercises will be turned in on a single 3 x 5 inch notecard, with the name and NID of each student clearly written above the upper line on each card.
Course Grading Scale

Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, $\frac{90}{100} = .9 \times 100 = 90\%$.

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

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although research suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class (challenge accepted?). Superfluous cell phone use is not allowed during class. If you are expecting an important text (e.g., relative giving birth) please approach the instructor before class (don’t email/message). All students are permitted to keep cell phones one for emergency purposes, but recreational texting and internet surfing is disrespectful and disruptive to the class.

Attendance and Make-Up Policies

Attendance is not taken in this class but is highly recommended. Exam questions come from the lectures, textbook(s), and additional readings. Make-up exams and assignments are only granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor’s note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things.

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment or exam for full credit. It is
each student’s responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.

It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. This includes completing online exams and submitting assignments by the due date listed in this syllabus.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in exams and assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

The above policies are non-negotiable.

**Contacting the Instructor**

I prefer students contact me via WebCourses (sometimes referred to as course mail). You can also email me. If you email me, put “ANT 2000 OM02” in the subject line. Why? Your email has a better chance of getting quickly answered if you do so.

Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course. Below are some pointers on what NOT to do.
**Contacting the Instructor Concerning Your Grade(s)**

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades. This includes answers to specific questions. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. It also allows the instructor and TAs to address issues as they arise (accidents, WebCourses problems, etc.). DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade. It is each student’s responsibility to keep track of their grade throughout the semester.

**Addressing Me**

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss’ name, or a co-worker? Take this as a real-world lesson.

**Respect for Diversity**

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please privately reach out to me. Courses are better off with engagement, even large ones. My own
views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

**Course Schedule**

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

**Week 1: Aug. 26 – 30**
- **Topic:** What Is Anthropology
- **Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 1
- **Assignments:** Syllabus Quiz (Extra Credit) & GEP Quiz (No Credit)

**Week 2: Sept. 2 – 6 (No Class Monday Sept. 2)**
- **Topic:** Why Is Evolution Important to Anthropologists?
- **Required Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 2
- **Assignments:** In-Class Exercise 1 – Careers in Anthropology

**Week 3: Sept. 9 – 13**
- **Topic:** What Can the Study of Primates Tell Us about Human Beings?
- **Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 3
- **Assignments:** In-Class Exercise 2 – Anthropomorphism

**Week 4: Sept. 16 – 20**
- **Topic:** What Can the Fossil Record Tell Us about Human Origins?
- **Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 4
- **Exam 1:** Covers Chapters 1-4, 12:00am to 11:59pm Sept. 20.

**Week 5: Sept. 23 – 27**
- **Topic:** What Can Evolutionary Theory Tell Us about Human Variation?
- **Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 5
- **Assignments:** DMP Statement of Intent (Extra Credit)

**Week 6: Sept. 30 – Oct. 4**
- **Topic:** How Do We Know about the Human Past?
- **Readings:** *Anthropology: What Does It Mean to be Human?* Chapter 6
- **Assignments:** Video Response 1 – *Who Owns the Past?*
Week 7: Oct. 7 – 11  
Topic: Why Did Humans Settle Down, Build Cities, and Establish States?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 7  

Exam 2: Covers Chapters 5-7, 12:00am to 11:59pm Oct. 11.

Week 8: Oct. 14 – 18  
Topic: Why Is the Concept of Culture Important?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 8  

Assignments: In-Class Exercise 4 – Culture Shock

Week 9: Oct. 21 – 25  
Topic: Why Is Understanding Human Language Important?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 9  

Assignments: In-Class Exercise 5 – Semantic Fields; DMP Journal (Extra Credit)

Week 10: Oct. 28 – Nov. 1 (Withdrawal Deadline is Nov. 1)  
Topic: How Do We Make Meaning?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 10  

Assignments: In-Class Exercise 6 – Symbol Interview; DMP Summary Essay (Extra Credit)

Week 11: Nov. 4 – 8  
Topic: Why Do Anthropologists Study Economic Relations?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 11  

Assignments: In-Class Exercise 7 – “Peasant” Resistance in the 21st Century  
Exam 3: Covers Chapters 8-11. Available from 12:00am to 11:59pm Nov. 8.

Week 12: Nov. 11 – 15 (No Class Monday Nov. 11)  
Topic: How Do Anthropologists Study Political Relations?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 12  

Week 13: Nov. 18 – 22  
Topic: What Can Anthropology Teach Us about Sex, Gender, and Sexuality?  
Readings: *Anthropology: What Does It Mean to be Human?* Chapter 13  

Assignments: In-Class Assignment 8 – Gender Bias Bingo

Week 14: Nov. 25 – 29 (No Classes Nov. 27 – 29)  
Topic: Where Do Our Relatives Come From?  
Read: *Anthropology: What Does It Mean to be Human?* Chapter 14  

Assignments: Video Response 2 – *The Life and Times of Sara Baartman* (No Class Monday)
Week 15: Dec. 2 – 4 (Last Day of Class on Dec. 4)
Topics: What Can Anthropology Tell Us about Social Inequality? & How Is Anthropology Applied in the Field of Medicine?
Readings: Anthropology: What Does It Mean to be Human? Chapters 15 & 16

Week 16: Finals Week (Dec. 9 – 13)

Exam 4: Covers Chapters 12-16. Available from 12:00am to 11:59pm Dec. 9.

Important UCF Dates for Fall 2019

August 29, 2019 - Last Day to Drop and Request Full Refund
August 29, 2019 - Drop/Swap Deadline
August 30, 2019 - Add Deadline
November 1, 2019 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

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**

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. 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](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.

**Campus Safety Statement**

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

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

**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.
ANT2000H: General Anthropology  
Fall 2019 (3 credits)

1. Course Information

   Classroom:   MSB 149  
   Modality:    Face to Face  
   Class Hours: T/Th 10:30-11:45 am  
   Final Exam Time: T 12/10 10:00-12:50  

   Prerequisites: None

2. Instructor and GTA Information

   Instructor:  Dr. Pete T. Sinelli  
   Office:      Howard Phillips Hall 309 c  
   Office phone: (407) 823-2227  
   Cell phone:  (407) 575-6456  
   Office Hours: MW 10:00-11:45am and T 11:15-11:45  
   Email:       ptsinelli@gmail.com  
                Peter.sinelli@ucf.edu

   Teaching Assistants: Lindsey Lefebvre and Erin Martin  
   Office:      Howard Phillips Hall 309  
   Contact Info: Contact via Webcourses message  
   Office hours: TBA

3. Course Description:

   The focus of this course is a general overview of the discipline of anthropology. We will introduce each of the four major subfields of American anthropology: Cultural Anthropology, Archaeology, Physical Anthropology, and Linguistic Anthropology. We will also examine human physical and cultural variation from a cross-cultural perspective.

4. Learning Outcomes:
   - Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these contributed to the development of the discipline.
• Describe the role anthropologists play in examining social, cultural and biological assumptions about humans.
• Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
• Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

5. Sequence of Course Activity. For details and due dates, refer to the Course Schedule at the end of this document.

6. Assessment and Grading Policies: Your grade in this course will be based out of 500 total points. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Scantron requirement: We use “raspberry” scantrons for tests. LEARN YOUR ID! If you don’t know it, you can’t get a grade!

Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.

6b. Assessments and Grade Weight:
I. Three Midterm Exams—225 points (75 points each)
There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions plus a short-answer section. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points
The exam will not be cumulative and will only cover material discussed since the third exam.

III. Announced Quizzes—40 points (10 points each)
There will be an announced quiz during the class period immediately before each exam. These are designed to get your study juices flowing before the exams.

IV. Grab Bag Assignments—50 points
These are in-class activities that could include movie handouts, pop quizzes, etc.

V. “Play the Prof” presentations—110 points
Each student will prepare a 20 minute lecture to be delivered in class. The lecture proposal will be due on 9/4 (worth 10 points) and a rubric will be provided at that time. Presentation dates vary, and will occur as seen in the course schedule. Presentations are worth 100 points.
When you Play the Prof you’ll lecture on one of the following topics:

- A taxa of living primate (1-4)
- A hominin species (5-10)
- An ancient city state (11-12)
- A band, tribe, or chiefdom in the modern world (13-14)

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>470 or more</td>
</tr>
<tr>
<td>A-</td>
<td>450-469</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>420-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-419</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>370-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-369</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>320-334</td>
</tr>
<tr>
<td>D-</td>
<td>300-319</td>
</tr>
<tr>
<td>F</td>
<td>299 or less</td>
</tr>
</tbody>
</table>

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story**—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. **Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.**

7. Course Materials: The following text is required:

Welch, R.L, L. A. Vivanco, and A. Fuentes


8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take
If you don’t like this arrangement, then I suggest that you drop this class and sign up for the online version the next time it’s offered.

8b. Photography and recording policy: Students ARE NOT permitted to photograph or record video of the professor’s slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is LAZY and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phones away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8d. Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8e. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

9. University Core Policies

9a. Academic Integrity: Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

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

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

9b. 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 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 (SAS) [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). 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.

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

9c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

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

9d. 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.

9e. 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 http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

9f. 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 http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
Course Syllabus

Archaeology and the Rise of Human Culture

ANT2140

Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: HPH 309
- Office Hours: Mondays and Wednesdays 10 am-11 am; or by appointment
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (mailto:neil.duncan@ucf.edu)
- Teaching Assistant: Rodrigo Guzman, melvin.guzmanpiedrasanta@ucf.edu (mailto:melvin.guzmanpiedrasanta@ucf.edu)
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3
- Semester/Year: Fall 2019
- Location: Webcourses

Course Description

Archaeology studies how human societies came to be and how we living in the present have built upon what
those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text


Course Requirements

There will be three exams in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book.

There will be five written assignments. There will also be five required group discussions in which you will participate.

You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after. So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Attendance/Participation and Missed Assignments

It is strongly advised that you not miss a scheduled exam or assignment. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will only be given in the following extenuating circumstances with written documentation of said circumstance:

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy (http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. 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](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

3) Illness of yourself or dependent – a doctor’s note is required.

4) Jury duty – copy of jury summons is required.

5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. **Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.**

**Please note that late assignments will suffer a point reduction. See individual assignment descriptions.**

### Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 405, then your grade would be $325/405=0.802$ which is 80.2%

<table>
<thead>
<tr>
<th>Activities</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]</td>
<td>130</td>
</tr>
<tr>
<td>Writing Assignments (5 at 15 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Group Discussions (5 at 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Exams (3 at 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Total number of points</td>
<td>405</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 94.0%</td>
</tr>
</tbody>
</table>
A-  < 94.0 %  to 90.0%
B+  < 90.0 %  to 87.0%
B   < 87.0 %  to 84.0%
B-  < 84.0 %  to 80.0%
C+  < 80.0 %  to 77.0%
C   < 77.0 %  to 74.0%
C-  < 74.0 %  to 70.0%
D+  < 70.0 %  to 67.0%
D   < 67.0 %  to 64.0%
D-  < 64.0 %  to 60.0%
F   < 60.0 %  to 0.0%

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment!

All examinations are worth the same amount toward your final grade, including the final exam.

**Please Note**: Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

**A Note on Grading**

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

**Turnitin.com**

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

**Policy Statements**

**Academic Integrity**
Students should familiarize themselves with [UCF’s Rules of Conduct](http://osc.sdes.ucf.edu/process/roc).

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

- **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- **Helping another violate** academic behavior standards.

For more information about 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 [http://goldenrule.sdes.ucf.edu/zgrade](http://goldenrule.sdes.ucf.edu/zgrade).

**Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, 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.

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://my.ucf.edu/) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

Emergencies may occur that could affect this course's schedule.

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Course Summary:
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 30, 2019</td>
<td>Academic Engagement Quiz <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Sep 3, 2019</td>
<td>CH 01 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Discussion Post 1: Introduce yourself <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td>CH 02 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Discussion 2 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td>Assignment 1 - Archaeology in the News <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>CH 03 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td>EXAM 1 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Sep 30, 2019</td>
<td>Assignment 2 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307165">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>CH 04 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307153">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td>CH 05 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307154">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Discussion 3 Practicing Burial Analysis <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307161">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td>Assignment 3: Analyzing Prehistoric Diets <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307166">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>CH 06 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307155">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td>CH 07 QUIZ <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307150">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>Discussion 4 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307162">link</a></td>
<td>11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Name</td>
<td>Due Time</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Mon Oct 28, 2019</td>
<td>EXAM 2</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Nov 4, 2019</td>
<td>Assignment 4 Bioarchaeology in the News</td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>CH 08 QUIZ</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Nov 12, 2019</td>
<td>CH 09 QUIZ</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Nov 18, 2019</td>
<td>Assignment 5</td>
<td>11:59pm</td>
</tr>
<tr>
<td></td>
<td>CH 10 QUIZ</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Nov 25, 2019</td>
<td>CH 11 QUIZ</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Tue Dec 3, 2019</td>
<td>CH 12 QUIZ</td>
<td>11:58pm</td>
</tr>
<tr>
<td></td>
<td>Discussion 5</td>
<td>11:59pm</td>
</tr>
<tr>
<td>Mon Dec 9, 2019</td>
<td>EXAM 3</td>
<td>11:59pm</td>
</tr>
</tbody>
</table>
Course Syllabus

Archaeology and the Rise of Human Culture

ANT2140

Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: RESEARCH 1 Room 355; Howard Phillips Hall 309
- Office Hours: Research 1 Room 355, Mondays and Wednesdays 10 am - 11 am, or by appointment
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu
- Teaching Assistant: Rodrigo Guzman, melvin.guzmanpiedrasanta@ucf.edu

(Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3
- Semester/Year: Fall 2019
- Location: Webcourses
Course Description

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text


Course Requirements

There will be three exams in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book.

There will be five written assignments. There will also be five required group discussions in which you will participate.

You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after. So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

Attendance/Participation and Missed Assignments

It is strongly advised that you not miss a scheduled exam or assignment. I understand that life can be unpredictable, BUT scheduling make-up exams and opening closed modules, quizzes or assignments is a great inconvenience and will only be given in the following extenuating circumstances with written documentation of said circumstance:

1) Religious holiday. Students must notify their instructor in advance if they intend to
miss class for a religious observance. For more information, see the UCF policy (http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. 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 (http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

3) Illness of yourself or dependent – a doctor’s note is required.

4) Jury duty – copy of jury summons is required.

5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.

Please note that late assignments will suffer a point reduction. See individual assignment descriptions.

Evaluation and Grading

Your grade will be calculated based on the percentage of the total points available. For example, your total points is 325 and the total points available is 405, then your grade would be 325/405=0.802 which is 80.2%

<table>
<thead>
<tr>
<th>Activities</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]</td>
<td>130</td>
</tr>
<tr>
<td>Writing Assignments (5 at 15 points each)</td>
<td>75</td>
</tr>
<tr>
<td>Group Discussions (5 at 10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Exams (3 at 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Total number of points</td>
<td>405</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 94.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 74.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 64.0%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64.0 % to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0 % to 0.0%</td>
</tr>
</tbody>
</table>

Writing assignments and discussion posts are due at 11:59 pm on each due date. Do not wait until the last minute to submit your assignment!

All examinations are worth the same amount toward your final grade, including the final exam.

Please Note: Because writing assignments and discussion posts require more time to grade, please be patient. It may take up to two weeks to grade an assignment.

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

Turnitin.com
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Policy Statements

Academic Integrity

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

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

For more information about 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 http://goldenrule.sdes.ucf.edu/zgrade
(http://goldenrule.sdes.ucf.edu/zgrade).

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with
disabilities. Students with disabilities who need disability-related access in this course should contact the
professor as soon as possible. Students should also connect with Student Accessibility Services
(http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu), 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.

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to
ucf.edu (http://my.ucf.edu/) and logging in. Click on “Student Self Service” located on the left side of the
screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen,
click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone
provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of
class.

Emergencies may occur that could affect this course’s schedule.

Deployed Active Duty Military Students

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

Copyright

This course contains copyright protected materials such as audio or video clips, 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
Third-Party Software and FERPA

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

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 30, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144">Academic Engagement Quiz</a> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 9, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152">CH 01 QUIZ</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143">CH 02 QUIZ</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160">Discussion 2</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159">Discussion Post 1: Introduce yourself</a> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 16, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164">Assignment 1 - Archaeology in the News</a> due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149">CH 03 QUIZ</a> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Sep 23, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156">EXAM 1</a> due by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Sep 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307165" alt="Assignment 2" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307153" alt="CH 04 QUIZ" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 7, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307154" alt="CH 05 QUIZ" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307161" alt="Discussion 3 Practicing Burial Analysis" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 14, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307166" alt="Assignment 3: Analyzing Prehistoric Diets" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307155" alt="CH 06 QUIZ" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 21, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307150" alt="CH 07 QUIZ" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307162" alt="Discussion 4" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Oct 28, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307148" alt="EXAM 2" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307167" alt="Assignment 4 Bioarchaeology in the News" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 4, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307145" alt="CH 08 QUIZ" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307158" alt="CH 09 QUIZ" /> due by 11:59pm</td>
</tr>
<tr>
<td>Tue Nov 12, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307168" alt="Assignment 5" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307157" alt="CH 10 QUIZ" /> due by 11:59pm</td>
</tr>
<tr>
<td>Mon Nov 18, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307151" alt="CH 11 QUIZ" /> due by 11:59pm, <img src="https://webcourses.ucf.edu/courses/1340993/assignments/6307151" alt="CH 12 QUIZ" /> due by 11:59pm</td>
</tr>
</tbody>
</table>
Tue Dec 3, 2019

Discussion 5
due by 11:59pm

Mon Dec 9, 2019

Exam 3
due by 11:59pm
Instructor Contact

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vance Geiger, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Philips Hall 311K</td>
</tr>
<tr>
<td>Online Office</td>
<td>Tuesday evening 7 - 8 pm</td>
</tr>
<tr>
<td>Hours</td>
<td>Tuesday, Thursday 10:30 -</td>
</tr>
<tr>
<td></td>
<td>11:30; 2 - 4 pm</td>
</tr>
<tr>
<td>Phone</td>
<td>407-823-2227</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vance.geiger@ucf.edu">vance.geiger@ucf.edu</a></td>
</tr>
</tbody>
</table>

Course Information

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Cultural Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course ID</td>
<td>ANT2410</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>spring 2019</td>
</tr>
<tr>
<td>Location</td>
<td>BA1 0122</td>
</tr>
</tbody>
</table>

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
• Students understand the biological basis of culture and the unique capabilities of humans to create culture.
• Students understand the basis of natural selection and what biological evolution is.
• Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens.
• Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

• Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
• Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
• Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Text

• *The Hutterites in North America* by John A. Hostetler
• *Friend by Day, Enemy by Night: Organized Violence in A Khoistani Community*
• Refugee Camp Readings provided in Webcourses

Course Requirements

**Important Information:** There is a syllabus quiz that you need to take before Friday, 8/30 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are modules. The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor’s way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the schedule for more details.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Online Exams

The exams will be available for specified days (see schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have two hours to complete it. At the end of two hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get two hours.

Online Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student’s responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student’s responses.
It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

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

Those who take all three regularly scheduled exams are exempted from the Final Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam MUST TAKE THE FINAL EXAM. The Final Exam will be CUMULATIVE.

Assignments have due dates. You can submit late assignments, but they receive 1/2 credit.

**Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will
also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Schedule Fall 2019

Week 1: 8/26 Introduction Anthropology and to the Concept of Culture
Definitions of Culture
Characteristics of Culture
Aspects of Culture.
*What is anthropology?
*What aspects of anthropology are unique and different from other natural and social sciences?
*The scientific method.
*The sub-disciplines within anthropology and what they study.

**Week 1 Assignments due 9/2 11:55 pm**

**Week 2: 9/2** Human Beginnings and Human Evolution: On line modules

Principles of Evolution:
Natural Selection
Forces of Evolution: Selection, Mutation, Migration, Genetic Drift, Assortive Mating

**Week 2 assignments due 9/9 11:55 pm.**

**Week 3: 9/9**: Human Beginnings: On line Modules

Bipedalism and Big Heads
Australopithecines: afarensis, africanus, robustus, boisei
Homo: habilis, erectus, neaderthalis, sapiens
The beginnings of culture, behavioral over physical adaptations

**Week 3 assignments due 9/16 11:55 pm.**
Week 4 1/16: Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading)

Research Questions and Methods
Some History
The Research Setting
Aspects of Vietnamese Culture

Week 4 assignments due 9/23 11:35 pm.

Week 5: 9/23: Language

Language and Linguistics
Design Characteristics of Human Language
Language Acquisition
Language and Culture
Some Examples from Vietnamese Language

Exam 1 9/28 8 am to 9/30 11:55 pm
Week 5 assignment Due 9/30 11:55 pm

Week 6: 9/30: Subsistence Systems
Environments
Hunter Gatherers
Horticulture
Pastoralism
Agriculture
Intensive Agriculture
Week 6 assignments due 10/7 11:55 pm.
Discussion 1 due 10/7 11:55 pm

Week 7 10/7: Social Organization
Reading: online material

Week 7 assignments due 10/14 11:55 pm

Week 8: 10/14: Economic Systems
Reading: Friend by Day, Enemy by Night and the online material on Friend by Day.
Reciprocity
From Barter to Markets
The Kula Ring
Refugee Camp Examples

Week 8 assignments due 10/21 11:55 pm

Week 9 10/21: Marriage, Household, the Hutterites
Reading: The Hutterites and the online material on the Hutterites
Enculturation

Week 9 assignments due 10/28 11:55 pm

Week 10 11/4 American Culture

American culture assignment due 11/4
Exam 2 11/2 8 am to 11/4 11:55 pm

Week 11 11/4: Political Organization and Social Control

Bands
Tribes
Chiefdoms
States
A Riot in A Refugee Camp

Week 11 assignments due 11/11 11:55 pm
Discussion 2 due 11/11

Week 12 11/11 Religion

Magical Thinking
Vietnamese, Khmer and Laotian Buddhism, Catholicism, and Baptist Movies: Whatever Gets Me On The List

Week 12 assignments due 11/18 11:55 pm
**Week 13 11/18 Cultural Change**

Cultural Conservatism
Innovation
Diffusion
Revitalization
American culture
Applied anthropology
Globalization

**Week 13 assignments due 11/25 11:55 pm**

**Week 14 4/17: Applied Anthropology, Globalization**

**Week 14 Assignments due 12/4 11:55 pm**
Discussion 3 due 12/4 11:55 pm

All assignments on time or late due 12/4 Last day of class – no assignments accepted after 12/4 last day of class

Exam 3 11/30 8 am to 12/211:55 pm

Final Exam 12/6 8am – 12/7 11:55 pm
Syllabus

Spring 2019

Instructor Contact

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Vance Geiger, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Philips Hall 311K</td>
</tr>
<tr>
<td>Online Office Hours</td>
<td>Monday evening 7 - 8 pm</td>
</tr>
<tr>
<td>Face to face office hours</td>
<td>Tuesday, Thursday 10:30 - 11:30; 2 - 4 pm</td>
</tr>
<tr>
<td>Phone</td>
<td>407-823-2227</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vance.geiger@ucf.edu">vance.geiger@ucf.edu</a></td>
</tr>
</tbody>
</table>

Course Information

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Cultural Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course ID</td>
<td>ANT2410</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>spring 2019</td>
</tr>
<tr>
<td>Location</td>
<td>BA1 0122</td>
</tr>
</tbody>
</table>

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
• Students understand the biological basis of culture and the unique capabilities of humans to create culture.
• Students understand the basis of natural selection and what biological evolution is.
• Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens.
• Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

• Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
• Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
• Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Text

• The Hutterites in North America by John A. Hostetler
• Friend by Day, Enemy by Night: Organized Violence in A Khoistani Community
• Refugee Camp Readings provided in Webcourses

Course Requirements

Important Information: There is a syllabus quiz that you need to take before Friday 8/30 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are modules. The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor’s way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the schedule for more details.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>18 Online Assignments</td>
<td>180</td>
</tr>
<tr>
<td>3 Discussion posts</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>540 points</td>
</tr>
</tbody>
</table>

**Online Exams**

The exams will be available for specified days (see schedule. You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have two hours to complete it. At the end of two hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get two hours.

**Online Assignments and Discussions**

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student’s responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student’s responses.
It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

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

Those who take all three regularly scheduled exams are exempted from the Final Exam. With advance notice of an issue or documented serious medical issue, I will allow a make up of an earlier exam. Anyone who misses a regularly scheduled exam MUST TAKE THE FINAL EXAM. The Final Exam will be CUMULATIVE.

Assignments have due dates. You can submit late assignments, but they receive 1/2 credit.

**Academic Honesty**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will
also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Schedule Fall 2019-2
Schedule Fall 2019
Week 1: 8/26 Introduction Anthropology and to the Concept of Culture

Definitions of Culture
Characteristics of Culture
Aspects of Culture.
*What is anthropology?
*What aspects of anthropology are unique and different from other natural and social sciences?
*The scientific method.
*The sub-disciplines within anthropology and what they study.

Week 1 Assignments due 9/2 11:55 pm

Week 2: 9/2 Human Beginnings and Human Evolution: On line modules

Principles of Evolution:
Natural Selection
Forces of Evolution: Selection, Mutation, Migration, Genetic Drift, Assortive Mating

Week 2 assignments due 9/9 11:55 pm.

Week 3: 9/9: Human Beginnings: On line Modules

Bipedalism and Big Heads
Australopithecines: afarensis, africanus, robustus, boisei
Homo: habilis, erectus, neaderthalis, sapiens
The beginnings of culture, behavioral over physical adaptations
Week 3 assignments due 9/16 11:55 pm.

Week 4 1/16: Introduction to one of the case studies we will use in this class: Vietnamese Refugees. (On-Line Reading)

Research Questions and Methods
Some History
The Research Setting
Aspects of Vietnamese Culture

Week 4 assignments due 9/23 11:35 pm.

Week 5: 9/23: Language

Language and Linguistics
Design Characteristics of Human Language
Language Acquisition
Language and Culture
Some Examples from Vietnamese Language

Exam 1 9/28 8 am to 9/30 11:55 pm

Week 5 assignment Due 9/30 11:55 pm

Week 6: 9/30: Subsistence Systems

Environments
Hunter Gatherers
Horticulture
Pastoralism
Agriculture

Intensive Agriculture

**Week 6 assignments due 10/7 11:55 pm.**

**Discussion 1 due 10/7 11:55 pm**

**Week 7 10/7:** Social Organization

Reading: online material

**Week 7 assignments due 10/14 11:55 pm**

**Week 8: 10/14:** Economic Systems

Reading: Friend by Day, Enemy by Night and the online material on Friend by Day.

Reciprocity

From Barter to Markets

The Kula Ring

Refugee Camp Examples

**Week 8 assignments due 10/21 11:55 pm**

**Week 9 10/21:** Marriage, Household, the Hutterites

Reading: The Hutterites and the online material on the Hutterites

Enculturation

**Week 9 assignments due 10/28 11:55 pm**

**Week 10 11/4 American Culture**
American culture assignment due 11/4

Exam 2 11/2 8 am to 11/4 11:55 pm

**Week 11 11/4:** Political Organization and Social Control

- Bands
- Tribes
- Chiefdoms
- States
- A Riot in A Refugee Camp

**Week 11 assignments due 11/11 11:55 pm**
**Discussion 2 due 11/11**

**Week 12 11/11 Religion**

- Magical Thinking
- Vietnamese, Khmer and Laotian Buddhism, Catholicism, and Baptist Movies: Whatever Gets Me On The List
Week 12 assignments due 11/18 11:55 pm

**Week 13 11/18** Cultural Change

- Cultural Conservatism
- Innovation
- Diffusion
- Revitalization
- American culture
- Applied anthropology
- Globalization

Week 13 assignments due 11/25 11:55 pm

**Week 14 4/17:** Applied Anthropology, Globalization

Week 14 Assignments due 12/4 11:55 pm

Discussion 3 due 12/4 11:55 pm

All assignments on time or late due 12/4 Last day of class – no assignments accepted after 12/4 last day of class

Exam 3 11/30 8 am to 12/2 11:55 pm

Final Exam 12/6 8am – 12/7 11:55 pm
Syllabus Fall 2019 ant 2511

ANTHROPOLOGY 2511 Fall 2019
HUMAN SPECIES AND EVOLUTION
INSTRUCTOR: Vance Geiger, PhD
Office: 311k Howard Phillips Hall
Office Hours: Tuesday, Thursday 10:30 - 11:30; 1:30 - 2:30
Phone: 823-2227
E mail: vance.geiger@ucf.edu
Text: Human Evolution and Prehistory, Essentials of Physical Anthropology by Larson
Grading: 2 Exams, 100 points each = 200
10 Labs 10 points each = 100
Attendance = 100 minus 3 points every day missed
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://academicintegrity.org/ (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators (<http://wpacouncil.org/node/9 (Links to an external site.)>) and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. 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>.

For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

Faculty have reported errors in class notes being sold by third parties, and the errors may
be contributing to higher failure rates in some classes. The following is a statement
appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please
be aware that such class materials may contain errors, which could affect your
performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility
Services, the creation of an audio or video recording of all or part of a class for personal
use is allowed only with the advance and explicit written consent of the instructor. Such
recordings are only acceptable in the context of personal, private studying and
notetaking and are not authorized to be shared with anyone without the separate written
approval of the instructor.

Course Accessibility Statement

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

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to
work together. Everyone should be aware of the surroundings and familiar with some
basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

• Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)

• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

• If you have a special need related to emergency situations, please speak with me during office hours.

• Consider viewing this video (You CAN Survive an Active Shooter (Links to an external site.)Links to an external site.) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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

Week 1: 5/8/26
Introduction to the course
Introduction to Anthropology: Four Fields
Scientific Method
READING: Online material
Week 2: 9/2
Introduction to Evolutionary Thought up to Darwin
Reading: Larsen chapter 2

Week 3: 9/9
Evolution: Darwin to Mendel
Molecular Genetics
READING: Larsen chapter 3

Week 4: 9/16
Population Genetics: Hardy-Weinberg, Definition of Evolution, Forces of Evolution
Reading Larsen chapter 4

Week 5: 9/23
Adaptation; Modern Evolutionary Theory
Taxonomy
READING: Larsen chapter 5
Exam 1

Week 6: 9/30
Time Scales; Dating Methods
Primate Evolution Overview: From Here to There
READING: Larsen chapter 8

Week 7: 10/7
Early Primate Evolution
Later Primate Evolution
Primate Models: Behavior, Communication
READING: Larsen chapters 7 and 9

Week 8: 10/14
Paleoanthropology: Overview
Australopithicines Models, Behavior, Evolutionary Relationships
READING: Larsen chapter 10
Week 9: 10/21
Homo Habilis
Homo erectus
Reading: Larsen chapter 10

Week 10: 10/28
Archaic Homo sapiens
Homo Neanderthalis
READING: Larsen chapter 11
Exam 2

Week 11: 11/4
Archaic Homo Sapiens:
Modern Homo sapiens
READING: Larsen chapter 11

Week 12: 11/11
Human Adaptability and Diversity: Physiological Responses to Stress
READING: Larsen chapter 12

Week 13 11/18 Human Ecology: Rappaport
Week 15 12/3 - Last Day of class - Exam 3
ANT 2511: The Human Species  
Section 0002 | Fall 2019  
TT 9:00am-10:15am | PSY 108

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD  
Office: Phillips Hall, 311C  
Office Hours: TT 10:30am – 11:30am  
Phone: 407-823-6503  
Email: Edward.Gonzalez-Tennant@ucf.edu  
Office hours are not held on days class does not meet, such as holidays.

Teaching Assistant

TA: Caroline Jasiak  
Email: caroline.jasiak@knights.ucf.edu  
Office: Main Campus, Phillips Hall, 309  
Office Hours: TBD

Required Course Materials/Resources

By Clark Spencer Larson, W. W. Norton.

1 pack of 3 x 5 inch note cards for in-class activities.

Course Description

This course introduces students to physical anthropology, one of the four traditional subfields of anthropology. Physical anthropology utilizes many lines of evidence to holistically understand human evolution, our closest living biological relatives (e.g., primates), and the ancestors of these groups. The course is divided into two broad sections. The first explores physical anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural change.

Student Learning Objectives

Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.  
- Provide an overview of the history of evolutionary thought.  
- Provide an overview of modern genetics and evolutionary forces.
• Provide an overview of the living primates.
• Provide an overview of human evolution.
• Provide an overview of modern human variation and adaptation

Grading

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor’s note).

Your grades will come from:

Four Exams 240 possible points
Two Film Responses 20 possible points
Three Lab Activities 30 possible points
Six In-Class Exercises 30 possible points

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours (all times are EST). Questions are drawn from lectures and readings. There is NO cumulative final exam. We will not hold class on the days exams take place, allowing students to use class time to complete each exam.
[Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF’s streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.
[Total Points: 20]

Three In-Class Lab Activities: The lab activities include: (1) Hardy-Weinburg Equilibrium Lab examines how gene frequencies change from generation to generation; (2) Arboreal Quadruped Lab splits students into groups as they follow one of UCF's many arboreal quadrupeds around campus; and (3) 3D Hominins Lab allows students to examine a series of 3D models depicting 6 million years of human evolution. Students will either use a sheet of college-ruled paper or be provided with handouts for all labs. Labs are turned in during class.
[Total Points: 30]

Six In-Class Exercises: A series of short in-class assignments will allow students to engage with one another and the instructor on a wide variety of topics. In-class exercises will be turned in during class on a single 3 x 5 inch notecard, with the name and NID of each student clearly written above the upper line on each card.
Course Grading Scale

Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, \( \frac{90}{100} = .9 \times 100 = 90\% \).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>64-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-63.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 and below</td>
</tr>
</tbody>
</table>

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although research suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class (challenge accepted?). Superfluous cell phone use is not allowed during class. If you are expecting an important text (e.g., relative giving birth) please approach the instructor before class (don’t email/message). All students are permitted to keep cell phones one for emergency purposes, but recreational texting and internet surfing is disrespectful and disruptive to the class.

Attendance and Make-Up Policies

Attendance is not taken in this class but is highly recommended. Exam questions come from the lectures, textbook(s), and additional readings. Make-up exams and assignments are only granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor’s note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things.

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment or exam for full credit. It is each
student’s responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.

It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. This includes completing online exams and submitting assignments by the due date listed in this syllabus.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in exams and assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

The above policies are non-negotiable.

**Contacting the Instructor**

I prefer students contact me via WebCourses (sometimes referred to as course mail). You can also email me. If you email me, put “ANT 2511 0002” in the subject line. Why? Your email has a better chance of getting quickly answered if you do so.

Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course. Below are some pointers on what NOT to do.
Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades. This includes answers to specific questions. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. It also allows the instructor and TAs to address issues as they arise (accidents, WebCourses problems, etc.). DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade. It is each student’s responsibility to keep track of their grade throughout the semester.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss’ name, or a co-worker? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please
privately reach out to me. Courses are better off with engagement, even large ones. My own views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

**Course Schedule**

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

**Week 1: Aug. 26 – 30**
Topic: Course Introduction & What is Physical Anthropology?
Readings: Chapter 1

Assignments: Syllabus Quiz, GEP Quiz

**Week 2: Sept. 2 – 6**
Topic: Evolution
Readings: Chapter 2

Assignments: In-Class Exercise 1 – Evolution is a Fact and a Theory

**Week 3: Sept. 9 – 13**
Topic: Genetics
Readings: Chapter 3

Assignments: In-Class Exercise 2 – Punnett Square

**Week 4: Sept. 16 – 20 (No Class Thursday for Exam 1)**
Topic: Genes and Their Evolution
Readings: Chapter 4

Assignments: Lab 1 – Hardy-Weinberg Equilibrium Lab
Exam 1: Covers Chapters 1-4. Available 12:00am to 11:59pm Sept. 19.

**Week 5: Sept. 23 – 27**
Topic: Biology in the Present
Readings: Chapter 5

Assignments: Video 1 Response – *State of Eugenic*

**Week 6: Sept. 30 – Oct. 4**
Topic: The Other Living Primates
Readings: Chapter 6

Assignments: In-Class Exercise 3 – Defining Primate Characteristics
Week 7: Oct. 7 – 11  
Topic: Primate Sociality  
Readings: Chapter 7  

Week 8: Oct. 14 – 18 (No Class Thursday for Exam 1)  
Topic: Primate Sociality  
Readings: Chapter 7  

Assignments: Lab 2 – Arboreal Quadruped Lab  
Exam 2: Covers Chapters 5-7. Available 12:00am to 11:59pm Oct. 17.  

Week 9: Oct. 21 – 25  
Topic: Fossils  
Readings: Chapter 8  

Week 10: Oct. 28 – Nov. 1 (Withdrawal Deadline is Nov. 1)  
Topic: Primate Origins and Evolution  
Readings: Chapter 9  

Assignments: In-Class Exercise 4 – Why Are There Still Monkeys?  

Week 11: Nov. 4 – 8 (No Class Thursday for Exam 1)  
Topic: Early Hominin Origins  
Readings: Chapter 10  

Exam 3: Covers Chapters 8-10. Available 12:00am to 11:59pm Nov. 7.  

Week 12: Nov. 11 – 15  
Topic: Origins and Evolution of Early Homo  
Readings: Chapter 11  

Assignments: Lab 3 – 3D Hominins Lab  

Week 13: Nov. 18 – 22  
Topic: Origins, Evolution, and Dispersal of Modern Peoples  
Readings: Chapter 12  

Assignments: In-Class Exercise 5 – What Is This Artifact?  

Week 14: Nov. 25 – 29 (No Classes Nov. 27 – 29)  
Readings: Chapter 12  

Assignment: Video 2 Response – *Dawn of Humanity* (No Class Tuesday)
Week 15: Dec. 2 – 4 (Last Day of Class on Dec. 4)
Topic: Our Last 10,000 Years
Readings: Chapter 13

Assignments: In-Class Exercise 6 – The Future of Us
Exam IV: Covers Chapters 11-13. Available 12:00am to 11:59pm Dec. 5.

Important UCF Dates for Fall 2019

August 29, 2019 - Last Day to Drop and Request Full Refund
August 29, 2019 - Drop/Swap Deadline
August 30, 2019 - Add Deadline
November 1, 2019 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

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

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. 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.

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.
ANT 2511: The Human Species  
Section 0003 | Fall 2019  
TT 12:00pm – 1:15pm | CB2 121

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD  
Office: Phillips Hall, 311C  
Office Hours: TT 1:30pm – 2:30pm  
Phone: 407-823-6503  
Email: Edward.Gonzalez-Tennant@ucf.edu  
Office hours are not held on days class does not meet, such as holidays.

Teaching Assistant

TA: Morgan Ferrell  
Email: ferrellm@Knights.ucf.edu  
Office: Main Campus, Phillips Hall, 309  
Office Hours: TBD

Required Course Materials/Resources

By Clark Spencer Larson, W. W. Norton.

1 pack of 3 x 5 inch note cards for in-class activities.

Course Description

This course introduces students to physical anthropology, one of the four traditional subfields of anthropology. Physical anthropology utilizes many lines of evidence to holistically understand human evolution, our closest living biological relatives (e.g., primates), and the ancestors of these groups. The course is divided into two broad sections. The first explores physical anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural change.

Student Learning Objectives

Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.
- Provide an overview of the history of evolutionary thought.
- Provide an overview of modern genetics and evolutionary forces.
• Provide an overview of the living primates.
• Provide an overview of human evolution.
• Provide an overview of modern human variation and adaptation

**Grading**

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor’s note).

Your grades will come from:

- Four Exams 240 possible points
- Two Film Responses 20 possible points
- Three Lab Activities 30 possible points
- Six In-Class Exercises 30 possible points

**Breakdown of Grading**

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours (all times are EST). Questions are drawn from lectures and readings. There is NO cumulative final exam. We will not hold class on the days exams take place, allowing students to use class time to complete each exam.

[Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF’s streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.

[Total Points: 20]

Three In-Class Lab Activities: The lab activities include: (1) Hardy-Weinburg Equilibrium Lab examines how gene frequencies change from generation to generation; (2) Arboreal Quadruped Lab splits students into groups as they follow one of UCF’s many arboreal quadrupeds around campus; and (3) 3D Hominins Lab allows students to examine a series of 3D models depicting 6 million years of human evolution. Students will either use a sheet of college-ruled paper or be provided with handouts for all labs. Labs are turned in during class.

[Total Points: 30]

Six In-Class Exercises: A series of short in-class assignments will allow students to engage with one another and the instructor on a wide variety of topics. In-class exercises will be turned in during class on a single 3 x 5 inch notecard, with the name and NID of each student clearly written above the upper line on each card.
Total Possible Points: 320

Course Grading Scale

Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, \( \frac{90}{100} = .9 \times 100 = 90\% \).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>84-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>74-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>64-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-63.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 and below</td>
</tr>
</tbody>
</table>

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although research suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class (challenge accepted?). Superfluous cell phone use is not allowed during class. If you are expecting an important text (e.g., relative giving birth) please approach the instructor before class (don’t email/message). All students are permitted to keep cell phones one for emergency purposes, but recreational texting and internet surfing is disrespectful and disruptive to the class.

Attendance and Make-Up Policies

Attendance is not taken in this class but is highly recommended. Exam questions come from the lectures, textbook(s), and additional readings. Make-up exams and assignments are only granted if arranged prior to the due date in this syllabus, or when accompanied by appropriate documentation after the due date. Appropriate documentation includes a doctor’s note, police report, or similar document. Inappropriate documentation includes photographs, screenshots of text messages, and similar things.

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment or exam for full credit. It is each
student’s responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.

It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete all online work. This includes completing online exams and submitting assignments by the due date listed in this syllabus.

If a student fails to contact the instructor before a due date or provide documentation after the date, they still have 5 days to turn in exams and assignments. The penalty for this is -2% per day. These point deductions are automatically applied in the WebCourses gradebook. To avoid this penalty either (a) turn in work on time, (b) contact the instructor ahead of time, or (c) have documentation proving the missed work was not the student’s fault.

The above policies are non-negotiable.

**Contacting the Instructor**

I prefer students contact me via WebCourses (sometimes referred to as course mail). You can also email me. If you email me, put “ANT 2511 0003” in the subject line. Why? Your email has a better chance of getting quickly answered if you do so.

Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course. Below are some pointers on what NOT to do.
Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades. This includes answers to specific questions. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. It also allows the instructor and TAs to address issues as they arise (accidents, WebCourses problems, etc.). DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade. It is each student’s responsibility to keep track of their grade throughout the semester.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss’ name, or a co-worker? Take this as a real-world lesson.

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please
privately reach out to me. Courses are better off with engagement, even large ones. My own views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

**Course Schedule**

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

Week 1: Aug. 26 – 30  
Topic: Course Introduction & What is Physical Anthropology?  
Readings: Chapter 1

Assignments: Syllabus Quiz, GEP Quiz

Week 2: Sept. 2 – 6  
Topic: Evolution  
Readings: Chapter 2

Assignments: In-Class Exercise 1 – Evolution is a Fact and a Theory

Week 3: Sept. 9 – 13  
Topic: Genetics  
Readings: Chapter 3

Assignments: In-Class Exercise 2 – Punnett Square

Week 4: Sept. 16 – 20 (No Class Thursday for Exam 1)  
Topic: Genes and Their Evolution  
Readings: Chapter 4

Assignments: Lab 1 – Hardy-Weinberg Equilibrium Lab  
Exam 1: Covers Chapters 1-4. Available 12:00am to 11:59pm Sept. 19.

Week 5: Sept. 23 – 27  
Topic: Biology in the Present  
Readings: Chapter 5

Assignments: Video 1 Response – *State of Eugenics*

Week 6: Sept. 30 – Oct. 4  
Topic: The Other Living Primates  
Readings: Chapter 6

Assignments: In-Class Exercise 3 – Defining Primate Characteristics
Week 7: Oct. 7 – 11
Topic: Primate Sociality
Readings: Chapter 7

Week 8: Oct. 14 – 18 (No Class Thursday for Exam 1)
Topic: Primate Sociality
Readings: Chapter 7

Assignments: Lab 2 – Arboreal Quadruped Lab
Exam 2: Covers Chapters 5-7. Available 12:00am to 11:59pm Oct. 17.

Week 9: Oct. 21 – 25
Topic: Fossils
Readings: Chapter 8

Week 10: Oct. 28 – Nov. 1 (Withdrawal Deadline is Nov. 1)
Topic: Primate Origins and Evolution
Readings: Chapter 9

Assignments: In-Class Exercise 4 – Why Are There Still Monkeys?

Week 11: Nov. 4 – 8 (No Class Thursday for Exam 1)
Topic: Early Hominin Origins
Readings: Chapter 10

Exam 3: Covers Chapters 8-10. Available 12:00am to 11:59pm Nov. 7.

Week 12: Nov. 11 – 15
Topic: Origins and Evolution of Early Homo
Readings: Chapter 11

Assignments: Lab 3 – 3D Hominins Lab

Week 13: Nov. 18 – 22
Topic: Origins, Evolution, and Dispersal of Modern Peoples
Readings: Chapter 12

Assignments: In-Class Exercise 5 – What Is This Artifact?

Week 14: Nov. 25 – 29 (No Classes Nov. 27 – 29)
Readings: Chapter 12

Assignment: Video 2 Response – *Dawn of Humanity* (No Class Tuesday)
Week 15: Dec. 2 – 4 (Last Day of Class on Dec. 4)
Topic: Our Last 10,000 Years
Readings: Chapter 13

Assignments: In-Class Exercise 6 – The Future of Us
Exam IV: Covers Chapters 11-13. Available 12:00am to 11:59pm Dec. 5.

Important UCF Dates for Fall 2019

August 29, 2019 - Last Day to Drop and Request Full Refund
August 29, 2019 - Drop/Swap Deadline
August 30, 2019 - Add Deadline
November 1, 2019 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

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**

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. 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](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.

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

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

**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.
The web version of Human Species requires additional assignments that are not required for the classroom version of this course. If you have a problem completing the additional required assignments, you need to withdraw from this course and take the classroom version of Human Species.

**Instructor Contact:**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Amanda T. Groff</th>
<th><a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>HPH 309</td>
<td></td>
</tr>
<tr>
<td><strong>Office Hours(Virtual)</strong></td>
<td>Contact at skype screenname: &quot;profgroffucf&quot; by appt. or in person</td>
<td>Wednesdays 10am-12pm; 1-2pm</td>
</tr>
</tbody>
</table>
**Course Information:**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ANT 2511 Human Species</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Location</td>
<td>100% Online</td>
</tr>
</tbody>
</table>

---

**Course Description and Scope**

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we
will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

***Please note that this class deals heavily with human evolution and evolutionary theory. This is not a debate class!! This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations given based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!

**Course Catalog Description:** Human biological variation in an evolutionary perspective.

**Course Objectives**
Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods and concepts of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

**Required Text:**
(available at the bookstore & used copies may be available at Amazon.com):
Title: Essentials of Biological Anthropology, 4th Edition By Clark Spencer Larsen
Publisher: Norton
Year: 2018 ISBN: 978-0393667431

NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT.

Please Note: It is important that you have the 4th edition of this text, as all quizzes and assignments are based on this new edition.

Required Tools
1. A functioning computer with access to internet and websites
2. Adobe reader (or another tool that makes pdf's accessible and able to be read)
3. Headphones (if working in a public space so that video clips may be watched)

Course Requirements:
This course begins on August 26, 2019 and ends on December 9, 2019. This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due. There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... I will not, under any circumstances, open a module for students because they missed the closing date. This is something that all students are advised of since the beginning of the course. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You have unlimited attempts at this quiz, allowing you the opportunity to earn the 10.

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

Schedule

<table>
<thead>
<tr>
<th>Module #</th>
<th>Chapter Reading</th>
<th>Quiz Points</th>
<th>Assignment Points</th>
<th>Closing Date for Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>--</td>
<td>10</td>
<td>--</td>
<td>August 30</td>
</tr>
<tr>
<td>Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>495</td>
<td>120</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GEP Quizzes**

You will find access to **GEP quizzes** in your personal webcourses main menu. The GEP pre- and post-tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!

The GEP pretest will be open for you to take during the first 2 weeks of class. The posttest will be available the last 2 weeks of class. Again, the scores you earn on the GEP pretest and posttest are **NOT** included in your total points.

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

Final grades in this class are weighted (see below)

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Percentage of your Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Mini-Quizzes and Realizeit Exam Reviews</td>
<td>20%</td>
</tr>
<tr>
<td>Written/Quiz-graded assignments</td>
<td>40%</td>
</tr>
</tbody>
</table>

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 44%, 12%, and 44%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in Group A, 86% in Group B, and 94% in Group C, the final score would be calculated as (.75 x .40) + (.86 x .20) + (.94 x .40) = .848, or 85%.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>
Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone’s final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

**Personal Adaptive Learning Reviews**

In this class, Exam Reviews are presented in a system called **RealizeIt**. Exam Reviews are given immediately prior to exam deadlines and are a great way to practice and study for exams. The system will "Determine Your Knowledge" then highlight the areas in which you need more review and practice. For more information, please see the "**Getting Started with Personalized Adaptive Learning**" page in the Getting Started Module.

**Reviewing Quiz/Assignment Questions:**

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

**Important Dates and Information**

Add class deadline Friday, August 30; Drop class deadline: Thursday, August 29
Withdrawal deadline for this course: Friday, November 1
Final course closing date: Monday, December 9

**First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 30. Failure to do so will result in a delay in the disbursement of your financial aid.
Make-ups/Excuses:
There are NO make-ups in this course. As each set of modules closes approximately every two- three
weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do
understand that there are circumstances that can interrupt your ability to finish modules on time. Some of
these valid excuses include a death in the family, family emergency, or you are personally injured or ill.
Documentation (doctor's note with dates, obituary) of these incidences MUST be provided within one
week after the module closing in order for a make-up to be allowed. *** A broken computer is NOT a valid excuse.

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

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

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

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

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

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

**Online Technology**

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

**Academic Integrity**

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](http://www.academicintegrity.org/ical/assets/FVProject.pdf).
For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (http://wpacouncil.org/node/9).

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

GROUP ME: If a student creates a group me for this class, they are required to make the link public (posted in the Discussions board) to make it accessible to the entire class. Please be aware that students are more likely to tell on each other for cheating or answer sharing, so use this wisely. I will not hesitate to turn you over to the Office of Student Conduct.

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

**Deployed Active Duty Military Students**

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

**Copyright**

This course contains copyright protected materials such as audio or video clips, video lectures, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.
According to the Academic Misconduct section of the UCF Golden Rule section C. states: "Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

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

My expectations of you for taking Human Species

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

What You Can Expect From Me

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

Final Comments

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

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

Course name: The Human Species
Course ID: ANT 2511 (0005)
Credit hours: 3.0 hours
Semester/year: Fall 2019
Location & time: BA1 Room 122, Mondays, Wednesdays, & Fridays
Section 0005: 9:30am-10:20am

Professor Contact

Professor: Zachary Hawk
Office Locations: Howard Philips Hall 309E
Office hours: Mondays 10:30-12:30pm or by appointment
Department phone: 407-823-2227
E-mail contact: Zachary.hawk@ucf.edu

UCF Catalog Description

Human biological variation in an evolutionary perspective.
Course Outline

Click here for the course outline. Pay special attention to the due dates throughout the semester.

Course Description

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, in the last section we will look at the emergence and evolution of modern humans and the future of our species.

What skills will I have after taking this course?

After successful completion of this course, you should be able to:

- Describe the basic concepts and methods in biological anthropology.
- Explain the history and modern synthesis of evolutionary thought.
- Identify structures and processes of modern genetics and evolutionary forces.
- Interpret the adaptations and variations among modern humans from an evolutionary perspective.
- Compare and contrast our place in nature through the biology, habitats and behavior of living primates.
- Evaluate fossil evidence used in understanding our evolutionary past.
- Formulate knowledgeable questions about our past and our future as we continue to adapt in our ever-changing environment.

What textbooks will I need?

Current edition of the textbook is required for successful completion of this course. The textbook is available for purchase in the UCF Bookstore. It is also available through various online vendors. Any additional required readings will be provided through WebCourses@UCF.
Essentials of Physical Anthropology
Author: Clark Spencer Larsen
Edition: 4th
Year: 2019
Publisher: W.W. Norton
ISBN: 9780393667431
Available in paperback, rental, or e-book formats

What is the course format?

Class is held in **BA1 Room 122 on Mondays, Wednesdays, and Fridays** from 9:30am-10:20am.

In class, you will be introduced to new materials, participate in discussions related to your textbook readings, and explore examples through class activities. To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions. Most of the information you need to successfully write your exams will be covered in these class times.

Over the 15 weeks in the Fall 2019 term, you are required to spend **three hours each week** attending class and participating in class activities. In addition to this, you are required to review any media (e.g., video content) and/or any additional information presented in the online modules. You should plan on spending **at least three-to-five hours each week outside of class** completing your assigned reading, studying your notes, and working on your assignments. This is the minimum amount of time that you should expect to study for this course if you want to be successful.

If you need any assistance with course materials, assignments or study tips for exams, please me during **office hours**. **Office hours** are held on Mondays from 10:30 - 12:30 pm. If you have a scheduling conflict with these times, please contact me to set an appointment that will reasonably fit your schedule.

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the **COURSE INTRO: Things I Should Know**, which can be accessed using the provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.
What are the course requirements?

This course begins on **AUG 26, 2019** and ends on **DEC 06, 2019**. Over this period, you will be expected to:

- attend class and participate in class activities;
- review course materials, including assigned video or audio content and readings;
- use provided study tools;
- complete a required online discussion activity at the start of the course;
- complete 13 chapter quizzes (lowest quiz score dropped)
- complete online assignments
- complete in-class activities
- complete 3 in-class written exams.

The **Introduction page** in each learning module outlines what we will be discussing in class, what you should expect to learn from the materials, and a study plan and assignment overview, which includes due dates for assignments and chapter quizzes. The learning modules contain lecture slide handouts and study tools to assist you in reviewing for your quizzes and exams as well as media content related to the module topic.

All chapter quizzes will be submitted online for grading. Assignments will also be submitted online for grading. Exams will be written during regular class hours (except for the final exam). **All written work submitted for grading will be evaluated for plagiarism and cheating during the grading process.**

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

How is respect for diversity maintained?

This class will be conducted in a way that **respects all aspects of diversity**. It is expected that everyone show respect for one another and the diverse issues and concepts that we may encounter and/or discuss in class. Everyone must be given a chance to express their thoughts in class discussion without interruption or ridicule.

Any student who acts inappropriately or becomes disruptive will be asked to leave the classroom and may be blocked from participating in class discussion and activities. If you encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain why so we can discuss the issue further in class or during office hours.
How do I get started in the course?

After reading through the course syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the COURSE INTRO: Things I Should Know, which includes an introduction to your professor, details about course communication and office hours, and a guide for studying biological anthropology. If you have not already done so, please obtain the required textbook as soon as possible.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: Getting Started in the COURSE INTRO: Things I Should Know by 5:00pm on AUG 30, 2019. Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.

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: Note: Grades are weighted and amount of points out of total possible does not reflect final grade percentage.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>120</td>
<td>15%</td>
</tr>
<tr>
<td>Exams</td>
<td>300</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>650</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You can access your grades for quizzes, assignments, and exams through the 'Grades' link in the main course menu on the left. It is your responsibility to check on your grades throughout the course. Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your quiz, assignment, or exam scores after the grade column has been released, please notify me using 'WebCourses Inbox' link in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

WebCourses automatically grades all chapter quizzes, and, at times it may mark fill-in or written answer questions as incorrect if your answer does not exactly match the test bank answer. Your answers will be reviewed during grading to ensure that you receive points for answers that the automatic system does not recognize as being correct. If there are corrections made during grading, the answer will still show a 'red' flag (incorrect) in the system, but the point value listed at the top of each question will show the point(s) awarded for a correct answer, like the example shown below.
Correct answers for each chapter quiz will be available in student view after grades have been posted. **Please check the course announcements** to know when this feature is available.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>F</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**What if I miss a quiz, assignment or exam?**

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in higher education. Missed or late assignments are not accepted after their due date. To be fair to everyone in the course, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for chapter quiz, assignment, and exam due dates.

You are responsible for consulting me in cases of illness, family emergency or other personal difficulties that constitute missing class for a week or more. You should **notify me as soon as possible** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to an exam if you are absent on an exam day**. Only students who can provide a **valid, documented excuse** verifying the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be **scheduled and completed within one week** of the missed exam date if possible.

**How is academic integrity maintained?**

**Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam 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 for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct](http://example.com) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF](http://example.com).
**Golden Rule**, for further information. All written work in this course is automatically reviewed for plagiarism during the grading process.

We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, do not share your work with anyone else, and above all, do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet sources.

Your professors will also adhere to the highest standards of academic integrity, so please do not ask us to change (or expect me to change) your grade illegitimately, 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.

**Why should I use WebCourses Inbox?**

In this course, our official mode of communication outside of class is the secure WebCourses Inbox system. It is your responsibility to check your 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. 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 48 hours. Please keep in mind that your professors may only check their 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 use the WebCourses Inbox or UCF Knight’s Mail systems.

**What are the technology and software requirements?**

You will need to have reliable access to a computer and the Internet for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, 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). Links to an external site.

If you will be using your own computer, you will need compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed so that you may properly view multimedia materials linked to the weekly content of the course.
Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/Links to an external site. (Links to an external site.)
http://get.adobe.com/flashplayer/Links to an external site. (Links to an external site.)

WebCourses has an online tracking system where professors can review a student’s progress and activities 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. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the 'The system deleted my homework' or 'I took the quiz, but . . .' excuses can be traced and verified.

If you are experiencing problems accessing materials or submitting your work, please contact me so we can point you in the proper direction to resolve the problem. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

What should I know 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 your learning environment. Do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online course environment and your use only. All copyright materials are credited to the copyright holder.

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

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

It is our goal for this course to be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this course. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility ServicesLinks to an external site. (SAS) accommodation letter) to discuss reasonable options or adjustments. During discussion, we may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility modifications, but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

What if I am an active duty military student?

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.

What should I know about Campus Safety?

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

- In case of an emergency, dial 911 for assistance.
- 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.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active Shooter (Links to an external site.))>.

What is the course lecture and assignment schedule?

*Changes to the schedule may occur suddenly and without warning. This is a guideline and by no means has it been chiseled into stone. *

I reserve the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

• Due dates for graded work are listed in the table below and in each module INTRODUCTION page.
• Assigned readings are listed in each module INTRODUCTION page.
• In-Class Activities will be announced during class.
• Online Assignments will be announced during class and online

The course is divided into 3 units and follows along the chapters in your required text.

Below this outline, Webcourses will also show you which assignments are due and when. This will be updated as quizzes and assignments are released.
Course Information

Course name: The Human Species
Course ID: ANT 2511 (0005)
Credit hours: 3.0 hours
Semester/year: Spring 2019
Location & time: CB1 Room 122, Mondays & Wednesdays
Section 0005: 9am-10:15am

Professor Contact

Professor: Zachary Hawk
Office Locations: Howard Philips Hall 103A
Office hours: Mondays 10:30-12pm or by appointment
Department phone: 407-823-2227
E-mail contact: Zachary.hawk@ucf.edu

UCF Catalog Description

Human biological variation in an evolutionary perspective.
Course Description

Who are we? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and forces of evolution that serve as a basic context for understanding human variation. During the second section we will examine our living non-human primate relatives and a few of our earliest non-human ancestors to see what they can tell us about ourselves as humans. Finally, in the last section we will look at the emergence and evolution of modern humans and the future of our species.

What skills will I have after taking this course?

After successful completion of this course, you should be able to:

- Describe the basic concepts and methods in biological anthropology.
- Explain the history and modern synthesis of evolutionary thought.
- Identify structures and processes of modern genetics and evolutionary forces.
- Interpret the adaptations and variations among modern humans from an evolutionary perspective.
- Compare and contrast our place in nature through the biology, habitats and behavior of living primates.
- Evaluate fossil evidence used in understanding our evolutionary past.
- Formulate knowledgeable questions about our past and our future as we continue to adapt in our ever-changing environment.

What textbooks will I need?

Current edition of the textbook is required for successful completion of this course. The textbook is available for purchase in the UCF Bookstore. It is also available through various online vendors. Any additional required readings will be provided through WebCourses@UCF.
What is the course format?

Class is held in **CB1 Room 122 on Mondays and Wednesdays** from 9am-10:15am. **Please attend your proper section time as attendance is part of your grade.**

In class, you will be introduced to new materials, participate in discussions related to your textbook readings, and explore examples through class activities. To be successful in this course, you will need to attend class, listen to lectures, take notes, and ask questions. Most of the information you need to successfully write your exams will be covered in these class times.

Over the 15 weeks in the Spring 2019 term, you are required to spend **three hours each week** attending class and participating in class activities. In addition to this, you are required to review any media (e.g., video content) and/or any additional information presented in the online modules. You should plan on spending **at least three-to-five hours each week outside of class** completing your assigned reading, studying your notes, and working on your assignments. This is the minimum amount of time that you should expect to study for this course if you want to be successful.

If you need any assistance with course materials, assignments or study tips for exams, please me during **office hours. Office hours** are held on Mondays from 10:30 - 12 pm. If you have a scheduling conflict with these times, please contact me to set an appointment that will reasonably fit your schedule.

It is **your responsibility** to familiarize yourself with the WebCourses online learning platform. The necessary tools and tutorial links are located in the [COURSE INTRO: Things I Should Know](#), which can be accessed using the provided link or the 'Modules' button in the course menu on the left. If you have never worked in WebCourses, I highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.
What are the course requirements?

This course begins on **JAN 7, 2019** and ends on **APR 30, 2019**. Over this period, you will be expected to:

- attend class and participate in class activities;
- review course materials, including assigned video or audio content and readings;
- use provided study tools;
- complete a required online discussion activity at the start of the course;
- complete 13 chapter quizzes (lowest quiz score dropped)
- complete at-home assignments
- complete in-class activities
- complete 3 in-class written exams.

The **Introduction page** in each learning module outlines what we will be discussing in class, what you should expect to learn from the materials, and a study plan and assignment overview, which includes due dates for assignments and chapter quizzes. The learning modules contain lecture slide handouts and study tools to assist you in reviewing for your quizzes and exams as well as media content related to the module topic.

All chapter quizzes will be submitted online for grading. Assignments will also be submitted online for grading. Exams will be written during regular class hours (except for the final exam). **All written work submitted for grading will be evaluated for plagiarism and cheating during the grading process.**

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

How is respect for diversity maintained?

This class will be conducted in a way that **respects all aspects of diversity**. It is expected that everyone show respect for one another and the diverse issues and concepts that we may encounter and/or discuss in class. Everyone must be given a chance to express their thoughts in class discussion without interruption or ridicule.

Any student who acts inappropriately or becomes disruptive will be asked to leave the classroom and may be blocked from participating in class discussion and activities. If you encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain why so we can discuss the issue further in class or during office hours.

How do I get started in the course?
After reading through the course syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the COURSE INTRO: Things I Should Know, which includes an introduction to your professor, details about course communication and office hours, and a guide for studying biological anthropology. If you have not already done so, please obtain the required textbook as soon as possible.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the REQUIRED ACTIVITY: Getting Started in the COURSE INTRO: Things I Should Know by 5:00pm on JAN 11, 2019. Failure to do so will delay access to MODULE 1 course materials and any disbursement of financial aid.

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: Note: Grades are weighted and amount of points out of total possible does not reflect final grade percentage.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points Possible</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Activities</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter quizzes</td>
<td>120</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>150</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>300</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>650</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You can access your grades for quizzes, assignments, and exams through the 'Grades' link in the main course menu on the left. It is your responsibility to check on your grades throughout the course. Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your quiz, assignment, or exam scores after the grade column has been released, please notify me using 'WebCourses Inbox' link in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed within one week of the grade being released.

WebCourses automatically grades all chapter quizzes, and, at times it may mark fill-in or written answer questions as incorrect if your answer does not exactly match the test bank answer. Your answers will be reviewed during grading to ensure that you receive points for answers that the automatic system does not recognize as being correct. If there are corrections made during grading, the answer will still show a 'red' flag (incorrect) in the system, but the point value listed at the top of each question will show the point(s) awarded for a correct answer.
Correct answers for each chapter quiz will be available in student view after grades have been posted. **Please check the course announcements** to know when this feature is available.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
<td>C+</td>
<td>76 - 79%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94%</td>
<td>C</td>
<td>70 - 75%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>F</td>
<td>59% or less</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**What if I miss a quiz, assignment or exam?**

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in higher education. Missed or late assignments are not accepted after their due date. To be fair to everyone in the course, **only work submitted on time will be graded**. It is your responsibility to check the course schedule for chapter quiz, assignment, and exam due dates.

You are responsible for consulting me in cases of illness, family emergency or other personal difficulties that constitute missing class for a week or more. You should **notify me as soon as possible** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to an exam if you are absent on an exam day**. Only students who can provide a **valid, documented excuse** verifying the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be **scheduled and completed within one week** of the missed exam date if possible.

**How is academic integrity maintained?**

**Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam 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 for the entire course) and will be subject to appropriate referral to the **Office of Student ConductLinks to an external site.** for further action (e.g., ‘Z’ grades and possible expulsion). See the **UCF Golden RuleLinks to an external site.** for further information. All written work in this course is **automatically reviewed** for plagiarism during the grading process.
We will assume your enrollment in this course means that you will adhere to the academic creed of the Global Achievement Academy and this University, and you will maintain the highest standards of academic integrity. In other words, do not share your work with anyone else, and above all, do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet sources.

Your professors will also adhere to the highest standards of academic integrity, so please do not ask us to change (or expect me to change) your grade illegitimately, 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.

Why should I use WebCourses Inbox?

In this course, our official mode of communication outside of class is the secure WebCourses Inbox system. It is your responsibility to check your 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. 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 your professors may only check their 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 (or GAA assistant) and between student and student should be respectful and professional. Please be aware that any online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox or UCF Knight's Mail systems.

What are the technology and software requirements?

You will need to have reliable access to a computer and the Internet for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: http://guides.ucf.edu/content.php?pid=137016&sid=1173345. Links to an external site.

If you will be using your own computer, you will need compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:
WebCourses has an **online tracking system** where professors can review a student’s progress and activities 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. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the ‘The system deleted my homework’ or ‘I took the quiz, but . . .’ excuses can be traced and verified.

If you are experiencing problems accessing materials or submitting your work, please contact me so we can point you in the proper direction to resolve the problem. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

**What should I know 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 your learning environment. Do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online course environment and your use only.** All copyright materials are credited to the copyright holder.

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

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

**Is the course accessible for students with disabilities?**
It is our goal for this course to be an accessible and welcoming experience for all students, including those with disabilities that may impact their learning in this course. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services [Links to an external site.] (SAS) accommodation letter) to discuss reasonable options or adjustments. During discussion, we may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility modifications, but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

**What if I am an active duty military student?**

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.

**What should I know about Campus Safety?**

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

- In case of an emergency, dial 911 for assistance.
- 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 (Links to an external site.).

What is the course lecture and assignment schedule?

*Changes to the schedule may occur suddenly and without warning. This is a guideline and by no means has it been chiseled into stone.*

I reserve the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

- **Due dates for graded work** are listed in the table below and in each module INTRODUCTION page.
- **Assigned readings** are listed in each module INTRODUCTION page.
- **In-Class Activities and Assignments** will be announced during class.

The course is divided into 3 units and follows along the chapters in your required text.

Webcourses will show you which assignments are due and when. This will be updated as quizzes and assignments are released.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Chapters Readings</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7/2019 - 1/13/2019</td>
<td>Anthropology, Biological Anthropology, and Science</td>
<td>• Chapter 1</td>
<td>• Getting Started Assignment Due 5pm 1/11</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Introduction: Chapter 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>What is Physical Anthropology?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/14/2019 - 1/20/2019</td>
<td>Theories of Evolution</td>
<td>• Chapter 2</td>
<td>• Chapter 1 Quiz due 1/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The Present: Foundation for the Past</strong></td>
<td></td>
<td>• Chapter 2 Quiz due 1/20</td>
</tr>
<tr>
<td>3</td>
<td>1/21/2019 - 1/27/2019</td>
<td>The Human Genome</td>
<td>• Chapter 3</td>
<td>• MLK Day – No Class 1/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 1 Chapters 2-5</strong></td>
<td></td>
<td>• Chapter 3 Quiz due 1/27</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/28/2019 - 2/3/2019</td>
<td>Populations and Evolutionary Change</td>
<td>Chapter 4, Chapter 4 Quiz due 2/3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/4/2019 - 2/10/2019</td>
<td>Modern Human Variation and Adaptation</td>
<td>Chapter 5, Chapter 5 Quiz due 2/10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/11/2019 - 2/17/2019</td>
<td>Review and Exam</td>
<td>Unit 1 Exam 2/13 In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/18/2019 - 2/24/2019</td>
<td>The Other Living Primates</td>
<td>Chapter 6, Chapter 6 Quiz due 2/24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/4/2019 - 3/10/2019</td>
<td>Fossils and Geological Time</td>
<td>Chapter 8, Chapter 8 Quiz due 3/10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/18/2019 - 3/24/2019</td>
<td>Evolutionary Origins of Primates, Unit 3 Review and Exam</td>
<td>Chapter 9, Chapter 9 Quiz due 3/19, Unit 2 Exam 3/20 In Class</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/1/2019 - 4/7/2019</td>
<td>Evolution of Early Genus Homo</td>
<td>Chapter 11, Chapter 11 Quiz due 4/7</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/15/2019 - 4/21/2019</td>
<td>Our Last 10,000 Years</td>
<td>Chapter 13, Chapter 13 Quiz due 4/21</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/22/2019 - 4/28/2019</td>
<td>Final Exam</td>
<td>Unit 3 Exam (Final) In Class, Wednesday, April 24th 7am-9:50am</td>
<td></td>
</tr>
</tbody>
</table>
1. Course Information

Classroom: ENG2 102
Modality: M Mode (reduced seat time)
Class Hours: M 12:00-1:15 pm
Final Exam Time: To be scheduled by the university

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T. Sinelli
Office: Howard Phillips Hall 309
Office phone: (407) 823-2227
Cell phone: (407) 575-6456
Office Hours: MW 10:00-11:45am and T 11:15-11:45
Email: ptsinelli@gmail.com
       Peter.sinelli@ucf.edu

Teaching Assistants: Lindsey Lefebvre and Erin Martin
Office: Howard Phillips Hall 309
Contact Info: Contact via Webcourses message
Office hours: TBA

3. Course Description: The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.
4. **Learning Outcomes:** This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

- Discover the foci of the major areas of biological anthropology.
- Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- Understand the causes and significance of modern human variation and adaptation.
- Discover the living primates and how human anatomy and behavior is related to primate evolution.
- Examine the fossil evidence for human evolution.

Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students’ the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to “know what they know is true” about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

5. **Sequence of Course Activity.** This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

6. **Assessment and Grading Policies:** Your grade in this course will be based out of 500 total points. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. **Scantron requirement:** We use “raspberry” scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you EVERY DAY. These are graded by computer, and the only way the computer knows who you are is through your ID number.

**LEARN YOUR ID! If you don’t know it, you can’t get a grade!**

Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.
6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)
There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points
The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

III. Six Announced In Class Quizzes—60 points (10 points each)
There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points
As this is a mixed mode class, part of your grade is based on work you’ll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.

Modules and the associated quizzes will go live at 1:15pm on Mondays (right after class ends). You must complete the related Quiz by 11:59 am on the following Monday (right before the NEXT class begins). Late Assessments will not be accepted, and I will not reopen closed module quizzes after the due date. THIS POLICY WILL BE STRICTLY ENFORCED WITH NO EXCEPTIONS UNLESS YOU HAVE A DOCUMENTED EXCUSE (see “6d. Make-up Policy” below). Computer problems are NOT a legitimate excuse, including "I couldn't open the file". Even if your computer malfunctions, you still have plenty of time to visit one of the many computer labs on campus.

V. Inquizitive Homework Assignments—50 points
These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

VI. Extra Credit Opportunities—25 points
Pop Quizzes—20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. There will be five unannounced pop quizzes during the semester. THESE WILL USE A SCANTRON, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for pop quizzes. Only if you are in class will you get the chance for extra credit.

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>470 or more</td>
</tr>
<tr>
<td>A-</td>
<td>450-469</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>420-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-419</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>370-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-369</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>320-334</td>
</tr>
<tr>
<td>D-</td>
<td>300-319</td>
</tr>
<tr>
<td>F</td>
<td>299 or less</td>
</tr>
</tbody>
</table>

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. **Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.**

7. Course Materials: You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. If you buy a new hardcopy of the book, the access code is included. If you buy the Ebook, the access code is included. If you buy a USED book, you will need to buy the access code separately through the Ebook link posted on the main course page in Webcourses.


Available at various bookstores or BUY THE EBOOK FOR ONLY $50 VIA THE ONLINE LINK IN WECOURSES!

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures and the weekly online modules. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes. If you don’t like this arrangement, then I suggest that you drop this class and sign up for the online version of Human Species the next time it’s offered.

8b. Photography and recording policy: Students ARE NOT permitted to photograph or record video of the professor’s slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is LAZY and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. Study guides: I will prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class.

8d. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8e. Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8f. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

9. University Core Policies

9a. Academic Integrity. Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study...
aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

9b. 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 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 (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). 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.

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

9c. 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
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.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://youtu.be/NIKYajEx4pk.

9d. 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.

9e. 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 http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

9f. 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 http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly modules and associated quizzes will go live on **Mondays at 1:30 pm and will remain open until 12:00 pm on the following Monday.** It is the student’s responsibility to complete them within the allotted time. Module quizzes will NOT be “reopened” for anyone who does not complete them by the deadline unless there is a documented excuse as described under “Make ups” in the syllabus.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Topic</th>
<th>Weekly Module or Exam opens and the date and time it is due</th>
</tr>
</thead>
</table>
| Week 1 Aug 26         | Course Introduction  
*Class Lecture: Intro to Biological Anthropology*  
Announced Quiz 1 (Nature of Science Pretest) in class | Module 0 Course Activity Quiz  
**Due FRIDAY August 30 at Midnight for Course Activity.** |
| Week 2 Sep 2          | Labor Day: No class, but Module 1 is still assigned. | Module 1 (Chapter 2)  
Due Sep 9 at 12:00 pm |
| Week 3 Sep 9          | Online lecture post: Darwin the Man  
*Class Lecture: Science as a way of knowing*  
Announced Quiz 2 (Nature of Science Posttest) in class | Module 2 (Chapters 3 and 4)  
Due Sep 16 at 12:00 pm |
| Week 4 Sep 16         | Online Lecture post: Population Genetics  
*Class Lecture: Natural Selection*  
Announced Quiz 3 in class | Module 3 (Chapter 5)  
Due Sep 23 at 12:00 pm |
| Week 5 Sep 23         | **Exam 1 in class**  
Inquizitives due Sep 23 at 12:00 pm:  
"How to do Use Inquizitive" and Chapters 1-5 | Module 4 (Chapter 9)  
Due Sep 30 at 12:00 pm |
| Week 6 Sep 30         | *Class Lecture: Primate Anatomy* | Module 5 (Chapter 6)  
Due Oct 7 at 12:00 pm |
| Week 7 Oct 7          | *Class Lecture: Primate Evolution*  
Announced Quiz 3 in class | Module 6 (Chapter 7)  
Due Oct 14 at 12:00 pm |
| Week 8 Oct 14         | *Class Lecture: Primate Behavior*  
Announced Quiz 4 in class  
Inquizitives due Oct 14 at 12:00 pm:  
Chapters 6, 7, and 9 | No Module This week!  
Exam 2 online: Opens Oct 14 at 1:30 pm and is due Oct 21 at 12:00 pm. |
| Week 9 Oct 21         | *Class Lecture: Hominid Adaptations* | Module 7 (Chapter 8)  
Due Oct 28 at 12:00 pm |
| Week 10 Oct 28        | Online lecture post: Protohominins and Ardipithecus  
*Class Lecture: East African Australopithecines* | Module 8 (Chapter 10)  
Due Nov 4 at 12:00 pm |
| Week 11 Nov 4         | Online lecture post: South African Australopithecines  
*Class Lecture: Early Homo*  
Announced Quiz 5 in class | Module 9 (Chapter 11)  
Due Nov 11 at 12:00 pm |
### Week 12
Nov 11

Veteran’s Day: No class, but Exam 3 is still assigned.

**Inquizitives due on 11/11 at 12:00 pm: Chapters 8, 10 and 11**

Exm 3 Online: Opens 11/11 at 1:30 pm and is due 11/18 at 12:00 pm.

No Module This Week!

### Week 13
Nov 18

**Class Lecture: Homo erectus**

Module 10 (Chapter 12)
Due Nov 25 at 12:00 pm

### Week 14
Nov 25

**Class Lecture: Homo heidelbergensis and Neanderthals**

Module 11 (Chapter 13)
Due Dec 2 at 12:00 pm

### Week 15
Dec 2

**Class Lecture: The rise and spread of AMH
Announced Quiz 6 in class**

No Module This Week!

### Week 16
Finals week

**Inquizitives due the day and time of the final: Chapters 12 and 13**

Final exam TBA

### IMPORTANT DATES & INFORMATION:
- Late registration, Add/Drop: August 26-30
- Withdrawal deadline for this course: November 1
ANT2511 0M04: Human Species
Fall 2019 (3 credits)

1. Course Information

Classroom: ENG2 102
Modality: M Mode (reduced seat time)
Class Hours: W 12:00-1:15 pm
Final Exam Time: Weds 12/11 10:00 am to 1:50 pm

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T. Sinelli
Office: Howard Phillips Hall 309 c
Office phone: (407) 823-2227
Cell phone: (407) 575-6456
Office Hours: MW 10:00-11:45am and T 11:15-11:45
Email: ptsinelli@gmail.com
Peter.sinelli@ucf.edu

Teaching Assistants: Lindsey Lefebvre and Erin Martin
Office: Howard Phillips Hall 309
Contact Info: Contact via Webcourses message
Office hours: TBA

3. Course Description: The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.
4. **Learning Outcomes:** This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

- Discover the foci of the major areas of biological anthropology.
- Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- Understand the causes and significance of modern human variation and adaptation.
- Discover the living primates and how human anatomy and behavior is related to primate evolution.
- Examine the fossil evidence for human evolution.

Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students’ the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to “know what they know is true” about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

5. **Sequence of Course Activity.** This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

6. **Assessment and Grading Policies:** Your grade in this course will be based out of **500 total points.** You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

   6a. **Scantron requirement:** We use “raspberry” scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you EVERY DAY. These are graded by computer, and the only way the computer knows who you are is through your ID number. LEARN YOUR ID! If you don’t know it, you can’t get a grade!

Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.
6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

III. Six Announced In Class Quizzes—60 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points

As this is a mixed mode class, part of your grade is based on work you’ll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.

Modules and the associated quizzes will go live at 1:15pm on Wednesdays (right after class ends). You must complete the related Quiz by 11:59 am on the following Wednesday (right before the NEXT class begins). Late Assessments will not be accepted, and I will not reopen closed module quizzes after the due date. THIS POLICY WILL BE STRICTLY ENFORCED WITH NO EXCEPTIONS UNLESS YOU HAVE A DOCUMENTED EXCUSE (see “6d. Make-up Policy” below). Computer problems are NOT a legitimate excuse, including "I couldn't open the file". Even if your computer malfunctions, you still have plenty of time to visit one of the many computer labs on campus.

V. Inquizitive Homework Assignments—50 points

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

VI. Extra Credit Opportunities—25 points

Pop Quizzes—20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. There will be five unannounced pop quizzes during the semester. THESE WILL USE A SCANTRON, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for pop quizzes. Only if you are in class will you get the chance for extra credit.

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>470 or more</td>
</tr>
<tr>
<td>A-</td>
<td>450-469</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>420-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-419</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>370-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-369</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>320-334</td>
</tr>
<tr>
<td>D-</td>
<td>300-319</td>
</tr>
<tr>
<td>F</td>
<td>299 or less</td>
</tr>
</tbody>
</table>

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor’s statement. Proof of personal or family emergency can consist of a police report, a deceased’s obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. **Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.**

7. Course Materials: You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. If you buy a new hardcopy of the book, the access code is included. If you buy the Ebook, the access code is included. If you buy a USED book, you will need to buy the access code separately through the Ebook link posted on the main course page in Webcourses.

**Class Text:** Essentials of Biological Anthropology 4th Edition, by Clark Larsen

Available at various bookstores or **BUY THE EBOOK FOR ONLY $50 VIA THE ONLINE LINK IN WEBCOURSES!**

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures and the weekly online modules. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes. If you don’t like this arrangement, then I suggest that you drop this class and sign up for the online version of Human Species the next time it’s offered.

8b. Photography and recording policy: Students ARE NOT permitted to photograph or record video of the professor’s slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is LAZY and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. Study guides: I will prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class.

8d. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8e. Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8f. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

9. University Core Policies

9a. Academic Integrity. Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process/roec. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study
aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” http://wpacouncil.org/node/9 Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

9b. 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 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 (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). 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.

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

9c. 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
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).

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 [https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk).

9d. 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.

9e. 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 [http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsofCocurricularActivities.pdf](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsofCocurricularActivities.pdf)


9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
**COURSE SCHEDULE:** The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly modules and associated quizzes will go live on **Wednesdays at 1:30 pm and will remain open until 12:00 pm on the following Wednesday.** It is the student’s responsibility to complete them within the allotted time. Module quizzes will NOT be “reopened” for anyone who does not complete them by the deadline unless there is a documented excuse as described under “Make ups” in the syllabus.

<table>
<thead>
<tr>
<th>Week and day of class</th>
<th>Topic</th>
<th>Weekly Module or Exam opens and the date and time it is due</th>
</tr>
</thead>
</table>
| Week 1 Aug 28         | Course Introduction  
*Class Lecture: Intro to Biological Anthropology*  
*Announced Quiz 1 (Nature of Science Pretest) in class* | Module 0 Course Activity Quiz  
**Due FRIDAY August 30 at Midnight for Course Activity.** |
| Week 2 Sep 4          | *Class Lecture: Science as a way of knowing* | Module 1 (Chapter 2)  
Due Sep 11 at 12:00 pm |
| Week 3 Sep 11         | *Class Lecture: Darwin the Man* | Module 2 (Chapters 3 and 4)  
Due Sep 18 at 12:00 pm |
| Week 4 Sep 18         | Online Lecture post: Population Genetics  
*Class Lecture: Natural Selection*  
*Announced Quiz 2 (Nature of Science Posttest) in class* | Module 3 (Chapter 5)  
Due Sep 25 at 12:00 pm |
| Week 5 Sep 25         | **Exam 1 in class**  
Inquizitives due Sep 25 at 12:00 pm:  
"How to do Use Inquizitive" and Chapters 1-5 | Module 4 (Chapter 9)  
Due Oct 2 at 12:00 pm |
| Week 6 Oct 2          | *Class Lecture: Primate Anatomy* | Module 5 (Chapter 6)  
Due Oct 9 at 12:00 pm |
| Week 7 Oct 9          | *Class Lecture: Primate Evolution*  
*Announced Quiz 3 in class* | Module 6 (Chapter 7)  
Due Oct 16 at 12:00 pm |
| Week 8 Oct 16         | *Class Lecture: Primate Behavior*  
*Announced Quiz 4 in class*  
Inquizitives due Oct 16 at 12:00 pm:  
Chapters 6, 7, and 9 | No Module This week!  
Exam 2 online: Opens Oct 16 at 1:30 pm and is due Oct 23 at 12:00 pm. |
| Week 9 Oct 23         | *Class Lecture: Hominid Adaptations* | Module 7 (Chapter 8)  
Due Oct 30 at 12:00 pm |
| Week 10 Oct 30        | *Class lecture post: Protohominins and Ardipithecus* | Module 8 (Chapter 10)  
Due Nov 6 at 12:00 pm |
| Week 11 Nov 6         | *Class Lecture: East African Australopithecines*  
Online lecture post: South African Australopithecines  
*Announced Quiz 5 in class* | Module 9 (Chapter 11)  
Due Nov 13 at 12:00 pm |
<table>
<thead>
<tr>
<th>Week 12 Nov 13</th>
<th>Class Lecture: Early Homo and Homo erectus, Inquizitives due on 11/13 at 12:00 pm: Chapters 8, 10 and 11</th>
<th>No Module This Week!</th>
<th>Exam 3 Online: Opens 11/13 at 1:30 pm and is due 11/20 at 12:00 pm.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13 Nov 20</td>
<td>Class Lecture: Homo erectus and Homo heidelbergensis.</td>
<td>Module 10 (Chapter 12) Due Nov 27 at 12:00 pm</td>
<td></td>
</tr>
<tr>
<td>Week 14 Nov 27</td>
<td>No class: Thanksgiving. Module 11 still assigned.</td>
<td>Module 11 (Chapter 13) Due Dec 4 at 12:00 pm</td>
<td></td>
</tr>
<tr>
<td>Week 15 Dec 4</td>
<td>Class Lecture: Neanderthals and The rise and spread of AMH Announced Quiz 6 in class</td>
<td>No Module This Week!</td>
<td></td>
</tr>
<tr>
<td>Week 16 Finals week</td>
<td>Inquizitives due 12/11 at 10 am: Chapters 12 and 13</td>
<td>Final exam 12/11 10:00-1:50</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT DATES & INFORMATION:**
- Late registration, Add/Drop: August 26-30
- Withdrawal deadline for this course: November 1