

# Course Syllabus

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# General Anthropology

## Fall - 2019

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

### Course Information

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

### Professor Contact

<b>Instructor:</b>	Dr. Michael Callaghan
<b>Main office:</b>	Howard Phillips Hall 409L
<b>Phone:</b>	407-823-4964
<b>Office Hours</b>	T, TH 10-11:30 and appointment
<b>E-mail:</b>	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 **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:

Assessment:	Points Possible	% Final Grade
Attendance	25	5%
Reading Quizzes (8 of 10)	100	20%
Exams (3)	275	55%
Short Papers (2)	100	20%
Total	500	100%

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:

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%

A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

## 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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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:

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/>) 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:



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



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

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



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

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 an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the 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) ([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) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>).




(<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.

Week	Date	Topic	Readings
1	27-Aug	What is Anthropology?	
	Online	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)
2	3-Sep	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)
	Online	Is Cultural Relativity Possible?	<a href="#">Miner, 1956.pdf</a> ; <a href="#">Kratz, 2002.pdf</a>
3	10-Sep	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)
	Online	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58); <a href="#">Collins, 2007.pdf</a> ; <a href="#">Penn State.pdf</a>
4	17-Sep	Who were the Earliest Hominids?	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> )
	Online	Who were the Earliest Homo Species?	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> )
5	24-Sep	When did Homo Sapiens Evolve?	<a href="https://www2.palomar.edu/anthro/homo2/default.htm">https://www2.palomar.edu/anthro/homo2/default.htm</a> Callaghan and Williams (chapter 4, pp. 122-142)
	Online	What's it like to find Fossil Hominids?	<a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">The Atlantic</a> ( <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> ), <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">Scientific American</a> ; ( <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/</a> )  <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">Film: Dawn of Humanity</a> ( <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a> )    ( <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a> )
6	1-Oct	Are Humans still Evolving?	Callaghan and Williams (chapter 3) ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/g0c4041f8d945b64b7e7f8d4dc8e8d6b2/downloadwrap=1</a> )
	Online	<b>Exam 1</b>	
7	8-Oct	How do we do Archaeology?	Callaghan and Williams (chapter 5)
	Online	Where did Ancient States Come from and were they Inevitable?	( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/g8e8d49da58670016eab0c9a176a08c24/downloadwrap=1</a> ) Callaghan and Williams (chapter 6, pp. 165-181)
8	15-Oct	What did the Ancient Maya believe?	<a href="#">Schele and Freidel (1992)</a>
	Online	How did the Ancient Maya live and where did they go?	Callaghan and Williams (chapter 6, pp. 182-204)
9	22-Oct	The Sapir-Whorf Hypothesis	<a href="#">Thomson (1975)</a> ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/ge6854a4b3a4ed9ed7515a7d3ec1ccf0c/downloadwrap=1</a> ) ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/ge6854a4b3a4ed9ed7515a7d3ec1ccf0c/downloadwrap=1</a> )
	Online	What is Language?	<a href="#">Perspectives (chapter 4)</a>
10	29-Oct	Can only humans use language?	
	Online	Why do we Miscommunicate if we speak the same Language?	Tannen ( <a href="#">1990</a> ), ( <a href="#">1994</a> )
11	5-Nov	How do Cultural Anthropologists Study Living Groups?	<a href="#">Perspectives (chapters 3 and 16)</a> ; <a href="#">Sterk (2000)</a>
	Online	<b>Exam 2</b>	
12	12-Nov	How and When do we Learn our Culture?	<a href="#">Henry (1963)</a>



	Online	How do Boys become Men and Girls become Women?	<a href="#">Perspectives (chapter 10)</a> 
13	19-Nov	The Sambia and the Construction of Gender	<a href="#">Herdt (1983)</a>  (%24CANVAS COURSE REFERENCE%24/file_ref/g01a8dd4ad64ea90ff2af5c11fe23a03a/download?wrap=1)
	Online	The Sambia and Rites of Passage	<a href="https://search-alexanderstreet-com.ezproxy.net.ucf.edu/view/work/bibliographic_entity%7Cvideo_work%7C1784480">Film: Guardians of the Flutes (https://search-alexanderstreet-com.ezproxy.net.ucf.edu/view/work/bibliographic_entity%7Cvideo_work%7C1784480)</a>
14	26-Nov	Where do our Relatives come from and why does it Matter?	<a href="#">Perspectives (chapter 8)</a> 
	Online	<b>NO CLASS - THANKSGIVING</b>	
15	3-Dec	How do we Create Meaning through Religion?	<b>Perspectives (chapter 11)</b>
	5-Dec Online	<b>Exam 3</b>	(%24CANVAS COURSE REFERENCE%24/file_ref/g65e9eb9c68b52778e5abe447a2e0e025/download?wrap=1) (%24CANVAS COURSE REFERENCE%24/file_ref/g57381259b58efcb8d98679631508de18/download?wrap=1) (%24CANVAS COURSE REFERENCE%24/file_ref/g65e9eb9c68b52778e5abe447a2e0e025/download?wrap=1)

## Course Summary:

Date	Details	
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318201">Academic Activity Survey (https://webcourses.ucf.edu/courses/1341299/assignments/6318201)</a>	due by 11:59pm
Mon Sep 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318206">Reading Quiz 1 (https://webcourses.ucf.edu/courses/1341299/assignments/6318206)</a>	due by 11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318204">Reading Quiz 2 (https://webcourses.ucf.edu/courses/1341299/assignments/6318204)</a>	due by 11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318203">Reading Quiz 3 (https://webcourses.ucf.edu/courses/1341299/assignments/6318203)</a>	due by 11:59pm
Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318205">Reading Quiz 4 (https://webcourses.ucf.edu/courses/1341299/assignments/6318205)</a>	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318209">Reading Quiz 5 (https://webcourses.ucf.edu/courses/1341299/assignments/6318209)</a>	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318210">Reading Quiz 6 (https://webcourses.ucf.edu/courses/1341299/assignments/6318210)</a>	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318208">Reading Quiz 7 (https://webcourses.ucf.edu/courses/1341299/assignments/6318208)</a>	due by 11:59pm
Thu Oct 31, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318211">Reflection 1 (https://webcourses.ucf.edu/courses/1341299/assignments/6318211)</a>	due by 11:59pm
Mon Nov 11, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318207">Reading Quiz 8 (https://webcourses.ucf.edu/courses/1341299/assignments/6318207)</a>	due by 11:59pm
Thu Nov 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318212">Reflection 2 (https://webcourses.ucf.edu/courses/1341299/assignments/6318212)</a>	due by 11:59pm
Mon Nov 25, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318200">Reading Quiz 9 (https://webcourses.ucf.edu/courses/1341299/assignments/6318200)</a>	due by 11:59pm
Tue Dec 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1341299/assignments/6318202">Reading Quiz 10 (https://webcourses.ucf.edu/courses/1341299/assignments/6318202)</a>	due by 11:59pm

# Course Syllabus

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# General Anthropology

## Fall - 2019

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

### Course Information

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

### Professor Contact

<b>Instructor:</b>	Dr. Michael Callaghan
<b>Main office:</b>	Howard Phillips Hall 409L
<b>Phone:</b>	407-823-4964
<b>Office Hours</b>	T, TH 10-11:30 and appointment
<b>E-mail:</b>	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 Phillips 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 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 (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:

Assessment:	Points Possible	% Final Grade
Attendance	20	4%
Reading Quizzes (8 of 10)	80	16%
Exams (3)	300	60%
Short Papers (2)	100	20%
Total	500	100%

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:

Question 8 1 / 1 pts

Our matrilineal most recent common ancestor (MRCA) is genetically traced using this lineage:

You Answered: mtDNA lineage ( Mitochondrial Eve)

Correct Answers: mtDNA

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

Letter Grade	Percentage	Letter Grade	Percentage
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A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

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

## 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 \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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:

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/>) 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:



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

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



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

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 an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the 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) ([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) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>).



<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.

Week	Date	Topic	Readings
1	27-Aug	What is Anthropology?	
	29-Aug	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)
2	3-Sep	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)
	5-Sep	Is Cultural Relativity Possible?	<a href="#">Miner, 1956.pdf</a>  ; <a href="#">Kratz, 2002.pdf</a> 
3	10-Sep	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)
	12-Sep	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58); <a href="#">Collins, 2007.pdf</a>  ; <a href="#">Penn State.pdf</a> 
4	17-Sep	Who were the Earliest Hominids?	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> )
	19-Sep	Who were the Earliest Homo Species?	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> )
5	24-Sep	When did Homo Sapiens Evolve?	<a href="https://www2.palomar.edu/anthro/homo2/default.htm">https://www2.palomar.edu/anthro/homo2/default.htm</a> Callaghan and Williams (chapter 4, pp. 122-142)
	26-Sep	What's it like to find Fossil Hominids?	<a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">The Atlantic</a> <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> , <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">Scientific American</a> ; ( <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/</a> )  <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">Film (in class): Dawn of Humanity</a> <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">.(https://www.youtube.com/watch?v=RzLJAa5X4Fo)</a>    <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>
6	1-Oct	Are Humans still Evolving?	Callaghan and Williams (chapter 3)
	3-Oct	<b>Exam 1</b>	
7	8-Oct	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 165-181)
	10-Oct	How do we do archaeology?	Callaghan and Williams (chapter 5)
8	15-Oct	What did the Ancient Maya believe?	<a href="#">Schele and Freidel (1992)</a> 
	17-Oct	How did the Ancient Maya live and where did they go?	Callaghan and Williams (chapter 6, pp. 182-204)
9	22-Oct	The Sapir-Whorf Hypothesis	<a href="#">Thomson (1975)</a> 
	24-Oct	What is Language?	<a href="#">Perspectives (chapter 4)</a> 
10	29-Oct	Can only humans use language?	
	31-Oct	Why do we Miscommunicate if we speak the same Language?	Tannen ( <a href="#">1990</a>  , <a href="#">1994</a>  )
11	5-Nov	How do Cultural Anthropologists Study Living Groups?	<a href="#">Perspectives (chapters 3 and 16)</a>  ; <a href="#">Sterk (2000)</a> 
	7-Nov	<b>Exam 2</b>	
12	12-Nov	How does our Culture Teach Us about Sex, Gender, and Sexuality?	<a href="#">Henry (1963)</a>  ; <a href="#">Perspectives (chapter 10)</a> 

	14-Nov	How do Boys become Men and Girls become Women?	<a href="#">Herdt (1983)</a> 
13	19-Nov	The Sambia	<a href="https://search-alexanderstreet-com.ezproxy.net.ucf.edu/view/work/bibliographic_entity%7Cvideo_work%7C1784480">Film (in class): Guardians of the Flutes (https://search-alexanderstreet-com.ezproxy.net.ucf.edu/view/work/bibliographic_entity%7Cvideo_work%7C1784480)</a>
	21-Nov	Where do our Relatives come from and why does it Matter?	<a href="#">Perspectives (chapter 8)</a> 
14	26-Nov	How do we Create Meaning through Religion?	<a href="#">Perspectives (chapter 11)</a> 
	28-Nov	<b>NO CLASS - THANKSGIVING</b>	
15	3-Dec	What is Power? Who has it? How is it used?	<a href="#">Perspectives (chapter 7)</a> 
	5-Dec	<b>Exam 3, 10-12:50</b>	

## Course Summary:

Date	Details	
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257836">Academic Activity Survey (https://webcourses.ucf.edu/courses/1335791/assignments/6257836)</a>	due by 11:59pm
Mon Sep 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257834">Reading Quiz 1 (https://webcourses.ucf.edu/courses/1335791/assignments/6257834)</a>	due by 11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257832">Reading Quiz 2 (https://webcourses.ucf.edu/courses/1335791/assignments/6257832)</a>	due by 11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257827">Reading Quiz 3 (https://webcourses.ucf.edu/courses/1335791/assignments/6257827)</a>	due by 11:59pm
Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257828">Reading Quiz 4 (https://webcourses.ucf.edu/courses/1335791/assignments/6257828)</a>	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257826">Reading Quiz 5 (https://webcourses.ucf.edu/courses/1335791/assignments/6257826)</a>	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257833">Reading Quiz 6 (https://webcourses.ucf.edu/courses/1335791/assignments/6257833)</a>	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257830">Reading Quiz 7 (https://webcourses.ucf.edu/courses/1335791/assignments/6257830)</a>	due by 11:59pm
Thu Oct 31, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257847">Reflection 1 (https://webcourses.ucf.edu/courses/1335791/assignments/6257847)</a>	due by 11:59pm
Mon Nov 11, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257831">Reading Quiz 8 (https://webcourses.ucf.edu/courses/1335791/assignments/6257831)</a>	due by 11:59pm
Thu Nov 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257848">Reflection 2 (https://webcourses.ucf.edu/courses/1335791/assignments/6257848)</a>	due by 11:59pm
Mon Nov 25, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257829">Reading Quiz 9 (https://webcourses.ucf.edu/courses/1335791/assignments/6257829)</a>	due by 11:59pm
Tue Dec 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1335791/assignments/6257835">Reading Quiz 10 (https://webcourses.ucf.edu/courses/1335791/assignments/6257835)</a>	due by 11:59pm

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## 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: 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](mailto: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 Text



# ANTHROPOLOGY

WHAT DOES IT MEAN TO BE HUMAN?

THIRD EDITION

Robert H. Lavenda | Emily A. Schultz

OXFORD  
UNIVERSITY PRESS

*Anthropology: What Does It Mean to Be Human?* Third edition. By Robert H. Lavenda and Emily A. Schultz. Oxford University Press, 2014.

## 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

Item	Total Points
Exams (3 @ 50 points each)	150
Essays/Response Papers (3 @ 25 points each)	75
Bi-Weekly Reading Quizzes (15 @ 5 points each)	75

### 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

<b>Name:</b>	<b>Range:</b>
A	100 % to 94.0%
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 61.0%

### 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 \(http://osc.sdes.ucf.edu/process/roc\)](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).  
(<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)".  
(<http://wpacouncil.org/node/9>)".

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

## Course Accessibility Statement

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

# Course Summary:

Date	Details	
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325505">GEP Anthropology PreTest</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325505">https://webcourses.ucf.edu/courses/1338041/assignments/6325505</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325483">Quiz 1: Take this Quiz!</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325483">https://webcourses.ucf.edu/courses/1338041/assignments/6325483</a> )	due by 11:59pm
Mon Sep 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325502">Assignment 1</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325502">https://webcourses.ucf.edu/courses/1338041/assignments/6325502</a> )	due by 11:59pm
Tue Sep 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325484">Quiz 2</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325484">https://webcourses.ucf.edu/courses/1338041/assignments/6325484</a> )	due by 11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325499">Quiz 3</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325499">https://webcourses.ucf.edu/courses/1338041/assignments/6325499</a> )	due by 11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325489">Quiz 4</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325489">https://webcourses.ucf.edu/courses/1338041/assignments/6325489</a> )	due by 11:59pm
Fri Sep 20, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503">Assignment 2</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503">https://webcourses.ucf.edu/courses/1338041/assignments/6325503</a> )	due by 11:59pm
Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325485">Quiz 5</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325485">https://webcourses.ucf.edu/courses/1338041/assignments/6325485</a> )	due by 11:59pm
Fri Sep 27, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325490">Exam 1</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325490">https://webcourses.ucf.edu/courses/1338041/assignments/6325490</a> )	due by 11:59pm
Mon Sep 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325493">Quiz 6</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325493">https://webcourses.ucf.edu/courses/1338041/assignments/6325493</a> )	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325496">Quiz 7</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325496">https://webcourses.ucf.edu/courses/1338041/assignments/6325496</a> )	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325497">Quiz 8</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325497">https://webcourses.ucf.edu/courses/1338041/assignments/6325497</a> )	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325482">Quiz 9</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325482">https://webcourses.ucf.edu/courses/1338041/assignments/6325482</a> )	due by 11:59pm

Mon Oct 28, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325488">Quiz 10</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325488">https://webcourses.ucf.edu/courses/1338041/assignments/6325488</a> )	due by 11:59pm
Fri Nov 1, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325494">Exam 2</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325494">https://webcourses.ucf.edu/courses/1338041/assignments/6325494</a> )	due by 11:59pm
Mon Nov 4, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325487">Quiz 11</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325487">https://webcourses.ucf.edu/courses/1338041/assignments/6325487</a> )	due by 11:59pm
Tue Nov 12, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325491">Quiz 12</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325491">https://webcourses.ucf.edu/courses/1338041/assignments/6325491</a> )	due by 11:59pm
Mon Nov 18, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325486">Quiz 13</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325486">https://webcourses.ucf.edu/courses/1338041/assignments/6325486</a> )	due by 11:59pm
Mon Nov 25, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325501">Quiz 14</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325501">https://webcourses.ucf.edu/courses/1338041/assignments/6325501</a> )	due by 11:59pm
Mon Dec 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325500">Quiz 15</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325500">https://webcourses.ucf.edu/courses/1338041/assignments/6325500</a> )	due by 11:59pm
Tue Dec 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325504">Assignment 3 - "How I learned to be a ....."</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325504">https://webcourses.ucf.edu/courses/1338041/assignments/6325504</a> )	due by 11:59pm
Fri Dec 6, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325492">Exam 3</a> ( <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325492">https://webcourses.ucf.edu/courses/1338041/assignments/6325492</a> )	due by 11:59pm

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## 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](mailto: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**

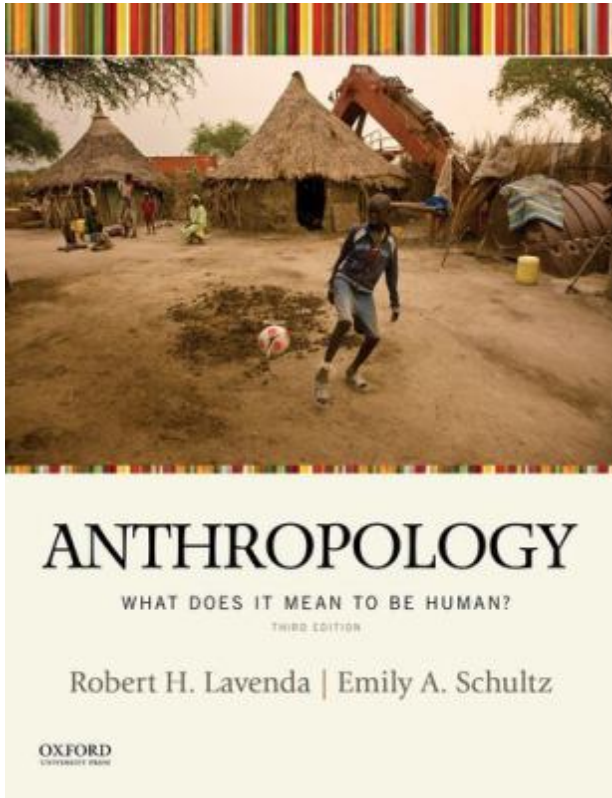
When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you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



*Anthropology: What Does It Mean to Be Human?* Third edition. By Robert H. Lavenda and Emily A. Schultz. Oxford University Press, 2014.

## 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

Item	Total Points
Exams (3 @ 50 points each)	150
Essays/Response Papers (3 @ 25 points each)	75
Bi-Weekly Reading Quizzes (15 @ 5	

points each)	75
Total Points	300

### 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

Name:	Range:
A	100 % to 94.0%
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 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 \(http://osc.sdes.ucf.edu/process/roc\)](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 \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](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 \(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)".

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

<http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

## Course Accessibility Statement

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

## 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/) (<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

# Course Summary:

Date	Details	due by 11:59pm
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325505">GEP Anthropology PreTest</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325505"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325505)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325483">Quiz 1: Take this Quiz!</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325483"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325483)</a>	due by 11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325484">Quiz 2</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325484"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325484)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325499">Quiz 3</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325499"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325499)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325502">Assignment 1</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325502"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325502)</a>	due by 11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325489">Quiz 4</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325489"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325489)</a>	due by 11:59pm
Fri Sep 20, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503">Assignment 2</a> <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325503"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325503)</a>	due by 11:59pm

### [Quiz 5](#)

Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325485"> (https://webcourses.ucf.edu/courses/1338041/assignments/6325485)</a>	due by 11:59pm
Fri Sep 27, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325490"> Exam 1 (https://webcourses.ucf.edu/courses/1338041/assignments/6325490)</a>	due by 11:59pm
Mon Sep 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325493"> Quiz 6 (https://webcourses.ucf.edu/courses/1338041/assignments/6325493)</a>	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325496"> Quiz 7 (https://webcourses.ucf.edu/courses/1338041/assignments/6325496)</a>	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325497"> Quiz 8 (https://webcourses.ucf.edu/courses/1338041/assignments/6325497)</a>	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325482"> Quiz 9 (https://webcourses.ucf.edu/courses/1338041/assignments/6325482)</a>	due by 11:59pm
Mon Oct 28, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325488"> Quiz 10 (https://webcourses.ucf.edu/courses/1338041/assignments/6325488)</a>	due by 11:59pm
Fri Nov 1, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325494"> Exam 2 (https://webcourses.ucf.edu/courses/1338041/assignments/6325494)</a>	due by 11:59pm
Mon Nov 4, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325487"> Quiz 11 (https://webcourses.ucf.edu/courses/1338041/assignments/6325487)</a>	due by 11:59pm
Tue Nov 12, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325491"> Quiz 12 (https://webcourses.ucf.edu/courses/1338041/assignments/6325491)</a>	due by 11:59pm
Mon Nov 18, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325486"> Quiz 13 (https://webcourses.ucf.edu/courses/1338041/assignments/6325486)</a>	due by 11:59pm
Mon Nov 25, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325501"> Quiz 14 (https://webcourses.ucf.edu/courses/1338041/assignments/6325501)</a>	due by 11:59pm
Mon Dec 2, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325500"> Quiz 15 (https://webcourses.ucf.edu/courses/1338041/assignments/6325500)</a>	due by 11:59pm
Tue Dec 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1338041/assignments/6325504"> Assignment 3 - "How I learned to be a ....." (https://webcourses.ucf.edu/courses/1338041/assignments/6325504)</a>	due by 11:59pm

Fri Dec 6, 2019



**Exam 3**

<https://webcourses.ucf.edu/courses/1338041/assignments/6325492>

due by 11:59pm

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**ANT 2000: General Anthropology**  
**Section OM02 | Fall 2019**  
**MW 12:30-1:20pm | CB2 206**

**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](mailto: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](mailto: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?* 4<sup>th</sup> 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:

Four Exams	240 possible points
Two Video Responses	20 possible points
Eight In-Class Exercises	40 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. 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.

[Total Points: 40]

Total Possible Points: 300

### ***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,  $90/100 = .9 \times 100 = 90\%$ .

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 on 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.

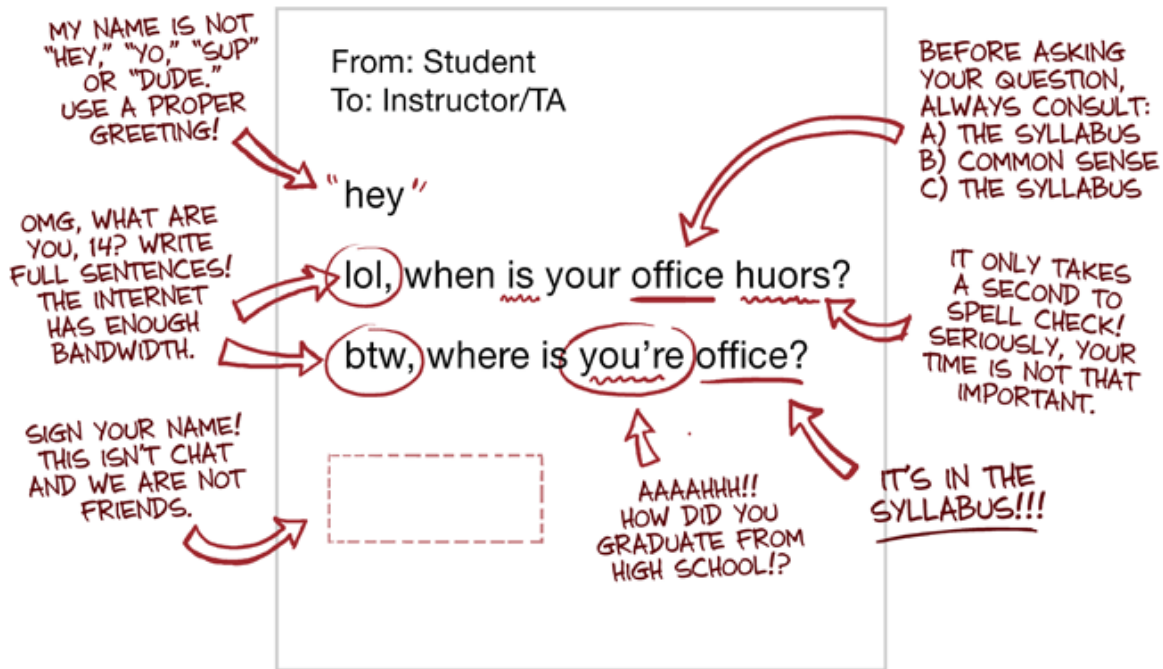
The above policies are non-negotiable.

### **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.

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



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

## Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 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

<https://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783>

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 21<sup>st</sup> 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](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.

## **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](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the

course design, course learning objectives and the individual academic and course barriers experienced by the student.

## **Campus Safety Statement**

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

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

## **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**

<u>Classroom:</u>	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**

<u>Instructor:</u>	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

<u>Teaching Assistants:</u>	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:**

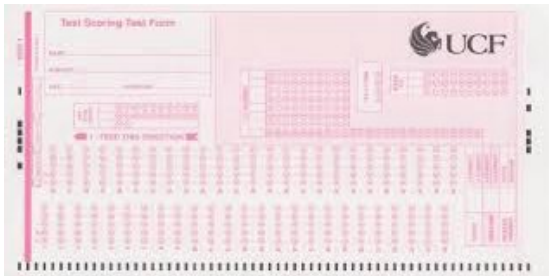
- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these contributed to the development of the discipline.

- 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.

A	470 or more
A-	450-469
B+	435-449
B	420-434
B-	400-419
C+	385-399
C	370-384
C-	350-369
D+	335-349
D	320-334
D-	300-319
F	299 or less

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

2017 *Anthropology: Asking questions about human origins, diversity and culture.* Oxford University Press, New York.

ISBN: 978-0-19-994759-1

## 8. Course-Specific Policies.

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

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](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 Syllabus

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## 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) (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Rodrigo Guzman, [melvin.guzmanpedrasanta@ucf.edu](mailto:melvin.guzmanpedrasanta@ucf.edu) (<mailto:melvin.guzmanpedrasanta@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

- Archaeology Essentials 3<sup>rd</sup> Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book.

## 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 \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](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 \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](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%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Group Discussions (5 at 10 points each)	50
Exams (3 at 50 points each)	150
Total number of points	405

**Name:**

**Range**

A

100 %

to 94.0%

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%

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






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## Third-Party Software and FERPA

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

## Course Summary:

Date	Details	
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144">Academic Engagement Quiz</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144">(https://webcourses.ucf.edu/courses/1340993/assignments/6307144)</a>	due by 11:59pm
Tue Sep 3, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152">CH 01 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152">(https://webcourses.ucf.edu/courses/1340993/assignments/6307152)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159">Discussion Post 1: Introduce yourself</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159">(https://webcourses.ucf.edu/courses/1340993/assignments/6307159)</a>	due by 11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143">CH 02 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143">(https://webcourses.ucf.edu/courses/1340993/assignments/6307143)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160">Discussion 2</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160">(https://webcourses.ucf.edu/courses/1340993/assignments/6307160)</a>	due by 11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164">Assignment 1 - Archaeology in the News</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164">(https://webcourses.ucf.edu/courses/1340993/assignments/6307164)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149">CH 03 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149">(https://webcourses.ucf.edu/courses/1340993/assignments/6307149)</a>	due by 11:59pm
Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156">EXAM 1</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156">(https://webcourses.ucf.edu/courses/1340993/assignments/6307156)</a>	due by 11:59pm
Mon Sep 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307165">Assignment 2</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307165">(https://webcourses.ucf.edu/courses/1340993/assignments/6307165)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307153">CH 04 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307153">(https://webcourses.ucf.edu/courses/1340993/assignments/6307153)</a>	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307154">CH 05 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307154">(https://webcourses.ucf.edu/courses/1340993/assignments/6307154)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307161">Discussion 3 Practicing Burial Analysis</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307161">(https://webcourses.ucf.edu/courses/1340993/assignments/6307161)</a>	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307166">Assignment 3: Analyzing Prehistoric Diets</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307166">(https://webcourses.ucf.edu/courses/1340993/assignments/6307166)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307155">CH 06 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307155">(https://webcourses.ucf.edu/courses/1340993/assignments/6307155)</a>	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307150">CH 07 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307150">(https://webcourses.ucf.edu/courses/1340993/assignments/6307150)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307162">Discussion 4</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307162">(https://webcourses.ucf.edu/courses/1340993/assignments/6307162)</a>	due by 11:59pm

Mon Oct 28, 2019	 <b><a href="#">EXAM 2</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307148">https://webcourses.ucf.edu/courses/1340993/assignments/6307148</a> )	due by 11:59pm
Mon Nov 4, 2019	 <b><a href="#">Assignment 4 Bioarchaeology in the News</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307167">https://webcourses.ucf.edu/courses/1340993/assignments/6307167</a> )	due by 11:59pm
	 <b><a href="#">CH 08 QUIZ</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307145">https://webcourses.ucf.edu/courses/1340993/assignments/6307145</a> )	due by 11:59pm
Tue Nov 12, 2019	 <b><a href="#">CH 09 QUIZ</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307158">https://webcourses.ucf.edu/courses/1340993/assignments/6307158</a> )	due by 11:59pm
Mon Nov 18, 2019	 <b><a href="#">Assignment 5</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307168">https://webcourses.ucf.edu/courses/1340993/assignments/6307168</a> )	due by 11:59pm
	 <b><a href="#">CH 10 QUIZ</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307157">https://webcourses.ucf.edu/courses/1340993/assignments/6307157</a> )	due by 11:59pm
Mon Nov 25, 2019	 <b><a href="#">CH 11 QUIZ</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307151">https://webcourses.ucf.edu/courses/1340993/assignments/6307151</a> )	due by 11:59pm
Tue Dec 3, 2019	 <b><a href="#">CH 12 QUIZ</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307146">https://webcourses.ucf.edu/courses/1340993/assignments/6307146</a> )	due by 11:58pm
	 <b><a href="#">Discussion 5</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307163">https://webcourses.ucf.edu/courses/1340993/assignments/6307163</a> )	due by 11:59pm
Mon Dec 9, 2019	 <b><a href="#">EXAM 3</a></b> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307147">https://webcourses.ucf.edu/courses/1340993/assignments/6307147</a> )	due by 11:59pm

# Course Syllabus

[Jump to Today](#)

 **Edit**

## 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](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Rodrigo Guzman, [melvin.guzmanpiedrasanta@ucf.edu](mailto: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

- Archaeology Essentials 3<sup>rd</sup> Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book.

## 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 \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](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 \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](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%

Activities	Total Points
Weekly Quizzes (13 at 10 points each) [Includes Academic Engagement Quiz]	130
Writing Assignments (5 at 15 points each)	75
Group Discussions (5 at 10 points each)	50

Exams (3 at 50 points each)	150
Total number of points	405

Name:	Range	
A	100 %	to 94.0%
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%
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





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:

Date	Details	due by
Fri Aug 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144">Academic Engagement Quiz</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307144"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307144)</a>	11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152">CH 01 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307152"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307152)</a>	11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143">CH 02 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307143"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307143)</a>	11:59pm
Mon Sep 9, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160">Discussion 2</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307160"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307160)</a>	11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159">Discussion Post 1: Introduce yourself</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307159"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307159)</a>	11:59pm
Mon Sep 16, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164">Assignment 1 - Archaeology in the News</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307164"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307164)</a>	11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149">CH 03 QUIZ</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307149"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307149)</a>	11:59pm
Mon Sep 23, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156">EXAM 1</a> <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307156"> (https://webcourses.ucf.edu/courses/1340993/assignments/6307156)</a>	11:59pm

Mon Sep 30, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307165">Assignment 2</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307165">https://webcourses.ucf.edu/courses/1340993/assignments/6307165</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307153">CH 04 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307153">https://webcourses.ucf.edu/courses/1340993/assignments/6307153</a> )	due by 11:59pm
Mon Oct 7, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307154">CH 05 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307154">https://webcourses.ucf.edu/courses/1340993/assignments/6307154</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307161">Discussion 3 Practicing Burial Analysis</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307161">https://webcourses.ucf.edu/courses/1340993/assignments/6307161</a> )	due by 11:59pm
Mon Oct 14, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307166">Assignment 3: Analyzing Prehistoric Diets</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307166">https://webcourses.ucf.edu/courses/1340993/assignments/6307166</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307155">CH 06 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307155">https://webcourses.ucf.edu/courses/1340993/assignments/6307155</a> )	due by 11:59pm
Mon Oct 21, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307150">CH 07 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307150">https://webcourses.ucf.edu/courses/1340993/assignments/6307150</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307162">Discussion 4</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307162">https://webcourses.ucf.edu/courses/1340993/assignments/6307162</a> )	due by 11:59pm
Mon Oct 28, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307148">EXAM 2</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307148">https://webcourses.ucf.edu/courses/1340993/assignments/6307148</a> )	due by 11:59pm
Mon Nov 4, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307167">Assignment 4 Bioarchaeology in the News</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307167">https://webcourses.ucf.edu/courses/1340993/assignments/6307167</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307145">CH 08 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307145">https://webcourses.ucf.edu/courses/1340993/assignments/6307145</a> )	due by 11:59pm
Tue Nov 12, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307158">CH 09 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307158">https://webcourses.ucf.edu/courses/1340993/assignments/6307158</a> )	due by 11:59pm
Mon Nov 18, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307168">Assignment 5</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307168">https://webcourses.ucf.edu/courses/1340993/assignments/6307168</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307157">CH 10 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307157">https://webcourses.ucf.edu/courses/1340993/assignments/6307157</a> )	due by 11:59pm
Mon Nov 25, 2019	 <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307151">CH 11 QUIZ</a> ( <a href="https://webcourses.ucf.edu/courses/1340993/assignments/6307151">https://webcourses.ucf.edu/courses/1340993/assignments/6307151</a> )	due by 11:59pm
	<a href="#">CH 12 QUIZ</a>	

Tue Dec 3, 2019

 <https://webcourses.ucf.edu/courses/1340993/assignments/6307146> due by 11:58pm

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 [Discussion 5](https://webcourses.ucf.edu/courses/1340993/assignments/6307163)  
<https://webcourses.ucf.edu/courses/1340993/assignments/6307163> due by 11:59pm

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Mon Dec 9, 2019

 [EXAM 3](https://webcourses.ucf.edu/courses/1340993/assignments/6307147)  
<https://webcourses.ucf.edu/courses/1340993/assignments/6307147> due by 11:59pm

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# Syllabus

Spring 2019

## Instructor Contact

<b>Instructor</b>	Vance Geiger, PhD
<b>Office</b>	Philips Hall 311K
<b>Online Office Hours</b>	Tuesday evening 7 - 8 pm
<b>Face to face office hours</b>	Tuesday, Thursday 10:30 - 11:30; 2 - 4 pm
<b>Phone</b>	407-823-2227
<b>Email</b>	vance.geiger@ucf.edu

## Course Information

<b>Course Name</b>	Cultural Anthropology
<b>Course ID</b>	ANT2410
<b>Credit Hours</b>	3
<b>Semester/Year</b>	spring 2019
<b>Location</b>	BA1 0122

## 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
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## Evaluation and Grading

Assignment	Points
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Exam 1	100
Exam 2	100
Exam 3	100
18 Online Assignments 10 points each	180
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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

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## 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, neanderthalis, 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

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<b>Course ID</b>	ANT2410
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<b>Semester/Year</b>	spring 2019
<b>Location</b>	BA1 0122

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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, neanderthalis, 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](mailto: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%

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## 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.)[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](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.

## 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](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](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."
- 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 \(Links to an external site.\)](#)) about how to manage an active shooter situation on campus or elsewhere.



[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

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Week 2: 9/2

Introduction to Evolutionary Thought up to Darwin

Reading: Larsen chapter 2

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Week 3: 9/9

Evolution: Darwin to Mendel

Molecular Genetics

READING: Larsen chapter 3

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Week 4: 9/16

Population Genetics: Hardy-Weinberg, Definition of Evolution, Forces of Evolution

Reading Larsen chapter 4

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Week 5: 9/23

Adaptation; Modern Evolutionary Theory

Taxonomy

READING: Larsen chapter 5

Exam 1

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Week 6: 9/30

Time Scales; Dating Methods

Primate Evolution Overview: From Here to There

READING: Larsen chapter 8

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Week 7: 10/7

Early Primate Evolution

Later Primate Evolution

Primate Models: Behavior, Communication

READING: Larsen chapters 7 and 9

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Week 8: 10/14

Paleoanthropology: Overview

Australopithicines Models, Behavior, Evolutionary Relationships

READING: Larsen chapter 10

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Week 9: 10/21

Homo Habilis

Homo erectus

Reading: Larsen chapter 10

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Week 10: 10/28

Archaic Homo sapiens

Homo Neanderthalis

READING: Larsen chapter 11

Exam 2

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Week 11: 11/4

Archaic Homo Sapiens:

Modern Homo sapiens

READING: Larsen chapter 11

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Week 12: 11/11

Human Adaptability and Diversity: Physiological Responses to Stress

READING: Larsen chapter 12

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Week 13 11/18 Human Ecology: Rappaport

Week 14 11/25 Human Ecology: Nembu Plateau

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](mailto: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](mailto:caroline.jasiak@knights.ucf.edu)  
Office: Main Campus, Phillips Hall, 309  
Office Hours: TBD

**Required Course Materials/Resources**

*Essentials of Biological Anthropology*. 4th Edition.  
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 Points: 30]

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,  $90/100 = .9 \times 100 = 90\%$ .

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 on 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.

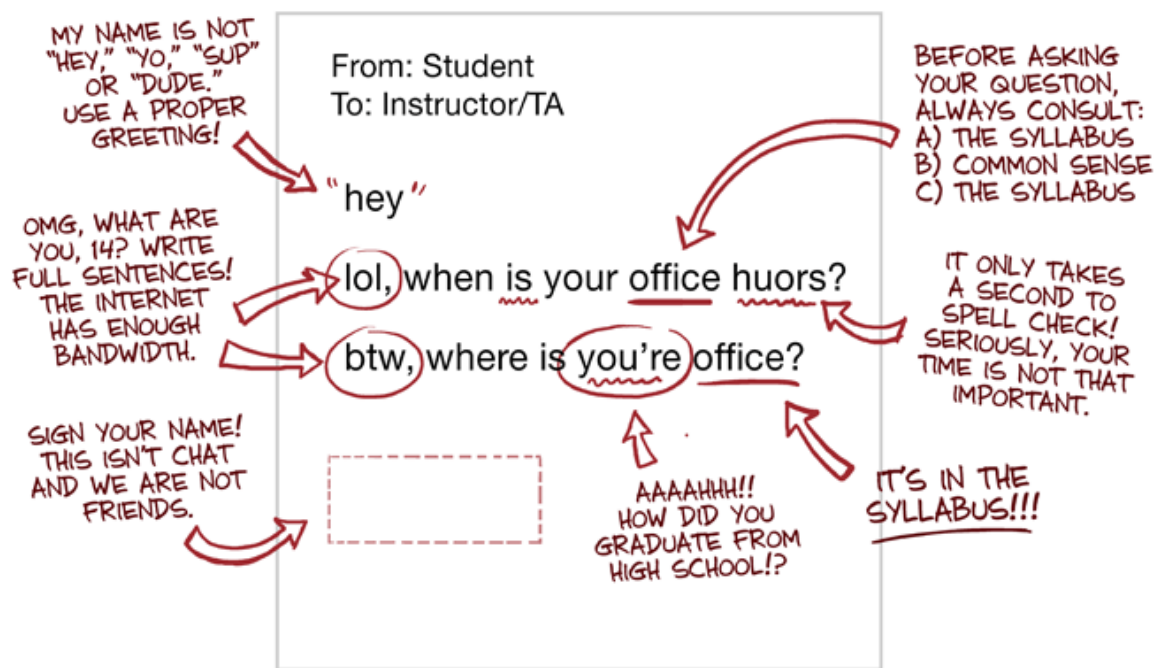
The above policies are non-negotiable.

### **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.

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



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

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

Students are encouraged to wait 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)  
Topic: Origins, Evolution, and Dispersal of Modern Peoples, continued.  
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](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.

## **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**

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

## **Deployed Active Duty Military Students**

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## **Copyright**

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## **Third-Party Software and FERPA**

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

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

**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](mailto: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](mailto:ferrellm@Knights.ucf.edu)

Office: Main Campus, Phillips Hall, 309

Office Hours: TBD

**Required Course Materials/Resources**

*Essentials of Biological Anthropology*. 4th Edition.

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 Points: 30]

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,  $90/100 = .9 \times 100 = 90\%$ .

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 on 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.

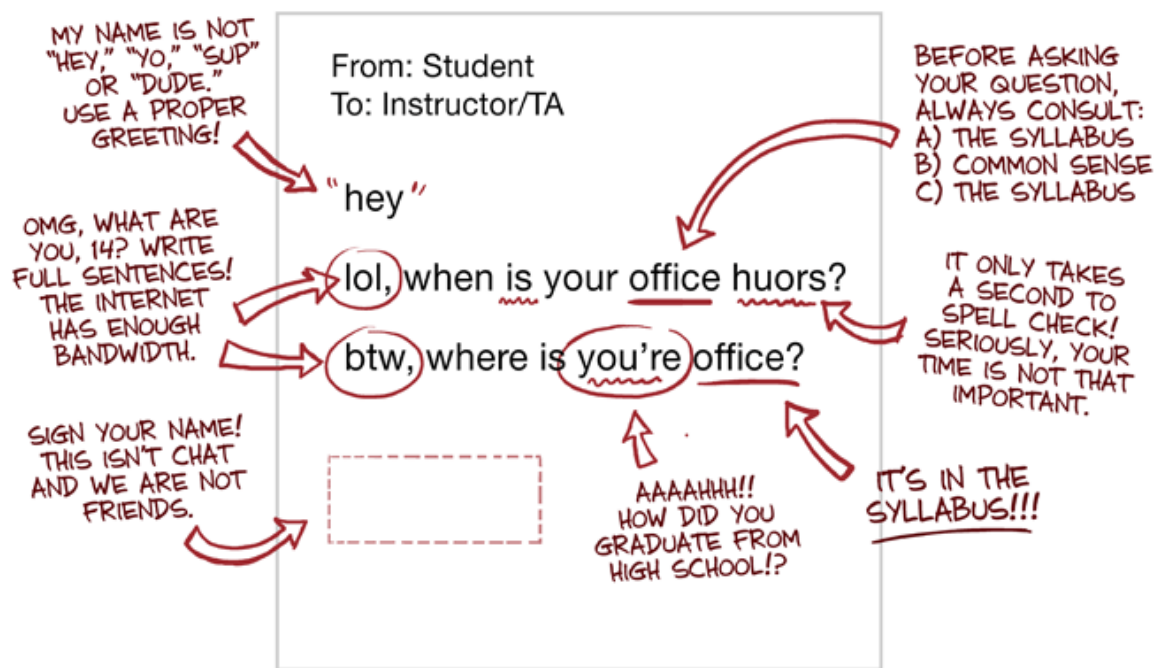
### **Contacting the Instructor**

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.



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



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

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

Students are encouraged to wait 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)  
Topic: Origins, Evolution, and Dispersal of Modern Peoples, continued.  
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](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.

## **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***

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disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

# Syllabus



**ANT2511 - Human Species**


**Sections: 0W60 and 0W61**

**Dr. Amanda Groff**

## Syllabus

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:

<p><b>Instructor</b></p>	 <p>Dr. Amanda T. Groff  <a href="mailto:amanda.groff@ucf.edu">amanda.groff@ucf.edu</a></p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours(Virtual)</b></p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person          Wednesdays 10am-12pm; 1-2pm</p>



	<b>Please make an appointment first!!</b>
<b>Phone</b>	Dept Phone: 823-2227
<b>E-mail</b>	amanda.groff@ucf.edu
<b>GTA</b>	Alexandria Brock Brenna Raisor
<b>GTA E-Mail</b>	<a href="mailto:Alexandria.Brock@ucf.edu">Alexandria.Brock@ucf.edu</a> <a href="mailto:Brenna.Raisor@ucf.edu">Brenna.Raisor@ucf.edu</a>
<b>GTA Office Hours</b>	Tues./Thurs 2-3pm Thurs. 2-3pm ***Office hours are held in HPH 309 or via online ***Subject to change during Week 1

## Course Information:

<b>Course Name</b>	ANT 2511 Human Species
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2019
<b>Location</b>	100% Online

## 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.

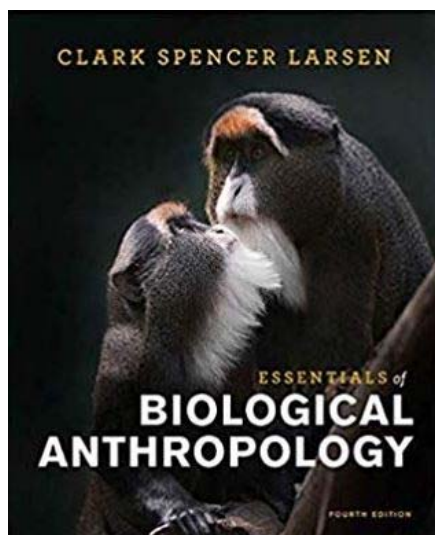
## **Course Objectives**

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

Module #	Chapter Reading	Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	--	10	--	August 30

1	1	5	10	September 13
2	2	5	15	September 13
3	3	5	15	September 27
4	4	5	10	September 27
Exam 1 Review	Ch 1-4	5	--	September 27
EXAM 1	Ch 1-4	100	--	September 30
5	5	5	--	October 11
6	6	5	10	October 11
7	7	5	10	October 18
Exam 2 Review	Ch 5-7	5	--	October 18
EXAM 2	Ch 5-7	100	--	October 21
8	8	5	--	November 1
9	9	5	10	November 1
10	10	5	20	November 8
Exam 3 Review	Ch 8-10	5	--	November 8
EXAM 3	Ch 8-10	100	--	November 12
11	11	5	--	December 4
12	12	5	10	December 4
13	13	5	10	December 4
Final Review	Ch 11-13	5	--	December 6
FINAL EXAM	Ch 11-13	100	--	December 9
TOTAL POINTS		495	120	

## 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)

<u>Assignment Group</u>	<u>Percentage of your Final Grade</u>
Exams	40%
Mini-Quizzes and Realizeit Exam Reviews	20%
Written/Quiz-graded assignments	40%

**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  $(.75 \times .40) + (.86 \times .20) + (.94 \times .40) = .848$ , or 85%.

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

<b>Letter Grade</b>	<b>Percentage</b>
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	63-66%
D-	60-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to 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 \(http://osc.sdes.ucf.edu/process/roc\)](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. \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](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 \(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)”.

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

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

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

**\*\*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) ([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) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.  
[You CAN Survive an Active Shooter](https://youtu.be/NIKYaJEx4pk) (<https://youtu.be/NIKYaJEx4pk>)



## **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.

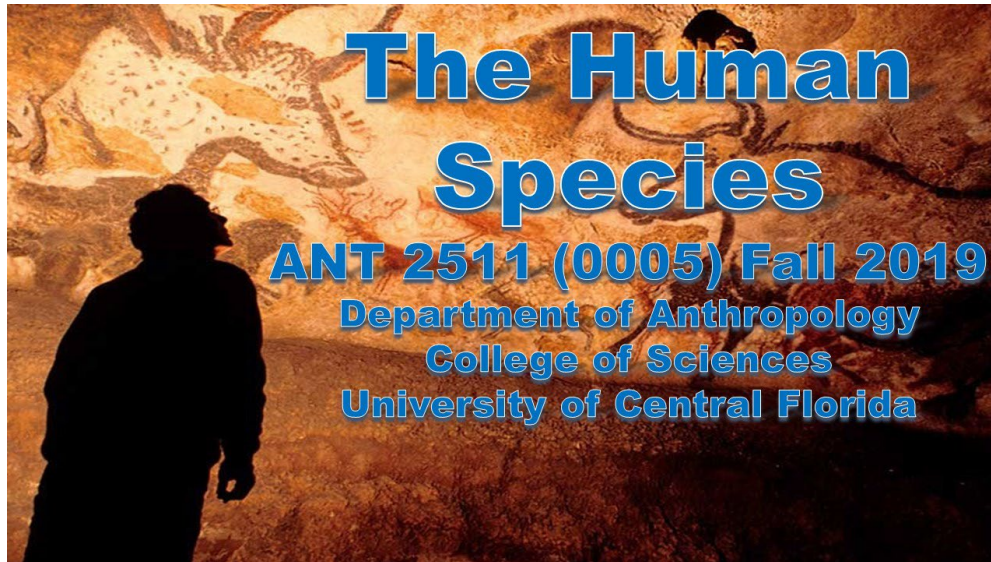
## **What You Can Expect From Me**

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

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


## Professor Contact

<b>Professor:</b>	<b>Zachary Hawk</b>
<b>Office Locations:</b>	Howard Philips Hall 309E
<b>Office hours:</b>	Mondays 10:30-12:30pm or by appointment
<b>Department phone:</b>	407-823-2227
<b>E-mail contact:</b>	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 see 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.

<b>Assessment</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Online Assignments	100	20%
In-Class Activities	150	30%
Chapter Quizzes	120	15%
Exams	300	35%
<i>Total Possible</i>	<i>650</i>	<i>100%</i>

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:

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

Incomplete grades 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](#)[Links 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 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>.[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.)

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

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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.

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- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter \(Links to an](#)



[external site.](#)

>).

## What is the course lecture and assignment schedule?

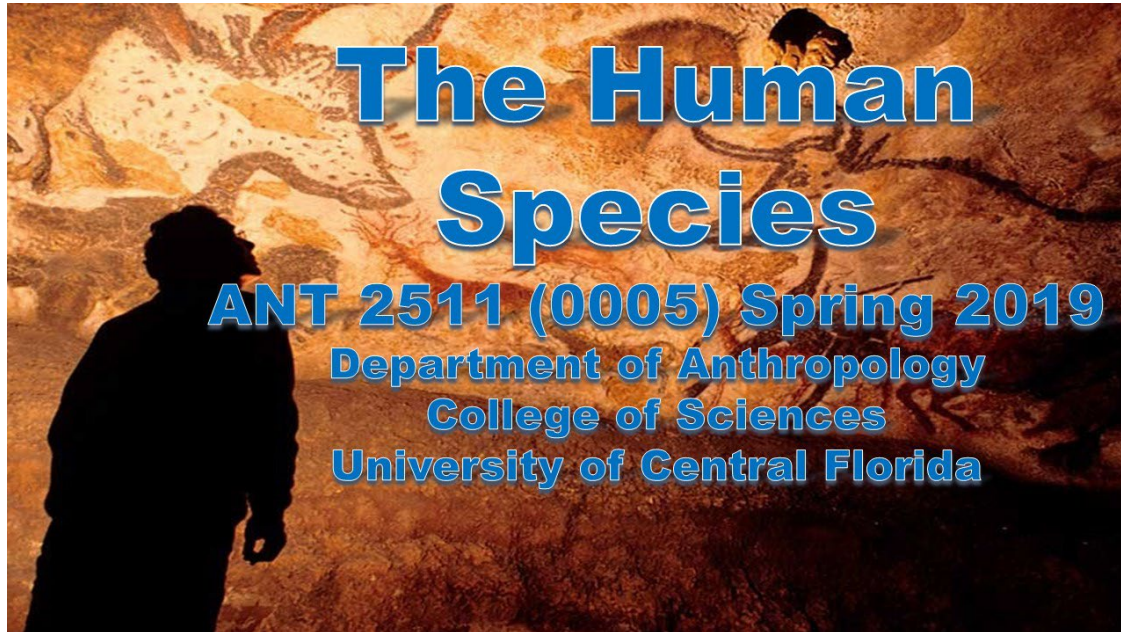
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I reserve the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

- **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

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

## Professor Contact

<b>Professor:</b>	<b>Zachary Hawk</b>
<b>Office Locations:</b>	Howard Philips Hall 103A
<b>Office hours:</b>	Mondays 10:30-12pm or by appointment
<b>Department phone:</b>	407-823-2227
<b>E-mail contact:</b>	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.

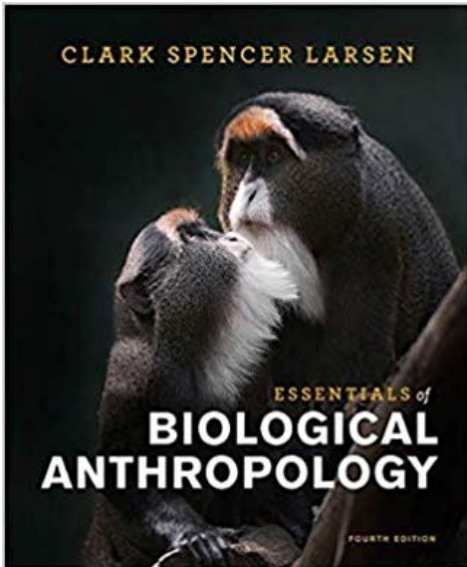
## What skills will I have after taking this course?

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.



## 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 **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 see 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.

<b>Assessment</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Attendance	30	10%
In-Class Activities	50	20%
Chapter quizzes	120	15%
Assignments	150	20%
Exams	300	35%
<i>Total Possible</i>	<i>650</i>	<i>100%</i>

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:

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

Incomplete grades 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](#)[Links to an external site.](#) for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden Rule](#)[Links 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:

[http://get.adobe.com/reader/Links to an external site. \(Links to an external site.\)](http://get.adobe.com/reader/Links to an external site. (Links to an external site.))Links to an external site.

[http://get.adobe.com/flashplayer/Links to an external site. \(Links to an external site.\)](http://get.adobe.com/flashplayer/Links to an external site. (Links to an external site.))Links to an external site.

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

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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

Week	Dates	Topics	Chapters Readings	Important Dates
<b>Introduction: Chapter 1</b> What is Physical Anthropology?				
1	1/7/2019 - 1/13/2019	<b>Anthropology, Biological Anthropology, and Science</b>	<ul style="list-style-type: none"> <li>Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>Getting Started Assignment Due 5pm 1/11</li> </ul>
<b>The Present: Foundation for the Past</b>				
<b>Unit 1 Chapters 2-5</b>				
2	1/14/2019 - 1/20/2019	<b>Theories of Evolution</b>	<ul style="list-style-type: none"> <li>Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1 Quiz due 1/15</li> <li>Chapter 2 Quiz due 1/20</li> </ul>
3	1/21/2019 - 1/27/2019	<b>The Human Genome</b>	<ul style="list-style-type: none"> <li>Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>MLK Day – No Class 1/21</li> <li>Chapter 3 Quiz due 1/27</li> </ul>

4	1/28/2019 - 2/3/2019	<b>Populations and Evolutionary Change</b>	• <b>Chapter 4</b>	• Chapter 4 Quiz due 2/3
5	2/4/2019 - 2/10/2019	<b>Modern Human Variation and Adaptation</b>	• <b>Chapter 5</b>	• Chapter 5 Quiz due 2/10
6	2/11/2019 - 2/17/2019	<b>Review and Exam</b>		• Unit 1 Exam 2/13 In Class
<b>Unit 2 Chapters 6-9</b>				
7	2/18/2019 - 2/24/2019	<b>The Other Living Primates</b>	• <b>Chapter 6</b>	• Chapter 6 Quiz due 2/24
8	2/25/2019 - 3/3/2019	<b>Primate Behavior</b>	• <b>Chapter 7</b>	• Chapter 7 Quiz due 3/3
9	3/4/2019 - 3/10/2019	<b>Fossils and Geological Time</b>	• <b>Chapter 8</b>	• Chapter 8 Quiz due 3/10
10	3/11/2019 - 3/17/2019	<b>Spring Break</b>	<b>Spring Break</b>	• Spring Break – No Class
11	3/18/2019 - 3/24/2019	<b>Evolutionary Origins of Primates, Unit 3 Review and Exam</b>	• <b>Chapter 9</b>	• Chapter 9 Quiz due 3/19 • Unit 2 Exam 3/20 In Class
<b>Unit 3 Chapters 10-13</b>				
12	3/25/2019 - 3/31/2019	<b>Origins and Evolution of Early Hominins</b>	• <b>Chapter 10</b>	• Chapter 10 Quiz due 3/31
13	4/1/2019 - 4/7/2019	<b>Evolution of Early Genus Homo</b>	• <b>Chapter 11</b>	• Chapter 11 Quiz due 4/7
14	4/8/2019 - 4/14/2019	<b>Evolution of Later Genus Homo</b>	• <b>Chapter 12</b>	• Chapter 12 Quiz due 4/14
15	4/15/2019 - 4/21/2019	<b>Our Last 10,000 Years</b>	• <b>Chapter 13</b>	• Chapter 13 Quiz due 4/21
15	4/22/2019 - 4/28/2019	<b>Final Exam</b>		• Unit 3 Exam (Final) In Class • Wednesday, April 24th 7am-9:50am







## **ANT2511 0M01: Human Species Fall 2019 (3 credits)**

### **1. Course Information**

<u>Classroom:</u>	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**

<u>Instructor:</u>	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

<u>Teaching Assistants:</u>	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.

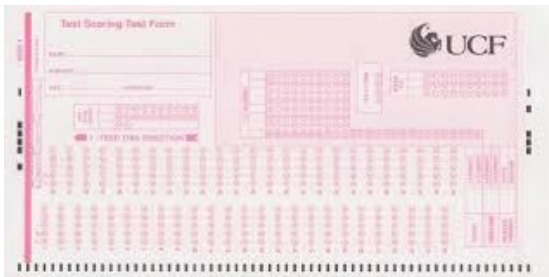
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**5. Sequence of Course Activity.** This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

**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.

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## 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.

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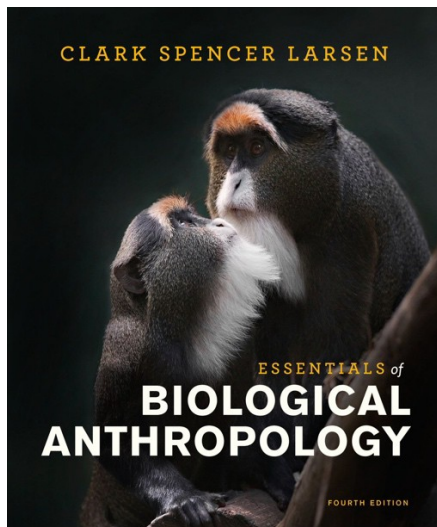
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B-	400-419
C+	385-399
C	370-384
C-	350-369
D+	335-349
D	320-334
D-	300-319
F	299 or less

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

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## 8. Course-Specific Policies.

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](mailto: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>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

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](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 **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.

<b>Week and day of class</b>	<b>Topic</b>	<b>Weekly Module or Exam opens and the date and time it is due</b>
Week 1 Aug 26	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i> <b>Announced Quiz 1 (Nature of Science Pretest) in class</b>	Module 0 Course Activity Quiz <b>Due FRIDAY August 30 at Midnight for Course Activity.</b>
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 <i>Class Lecture: Science as a way of knowing</i>	Module 2 (Chapters 3 and 4) Due Sep 16 at 12:00 pm
Week 4 Sep 16	Online Lecture post: Population Genetics <i>Class Lecture: Natural Selection</i> <b>Announced Quiz 2 (Nature of Science Posttest) in class</b>	Module 3 (Chapter 5) Due Sep 23 at 12:00 pm
Week 5 Sep 23	<b>Exam 1 in class</b>  <b>Inquizitives due Sep 23 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5</b>	Module 4 (Chapter 9) Due Sep 30 at 12:00 pm
Week 6 Sep 30	<i>Class Lecture: Primate Anatomy</i>	Module 5 (Chapter 6) Due Oct 7 at 12:00 pm
Week 7 Oct 7	<i>Class Lecture: Primate Evolution</i> <b>Announced Quiz 3 in class</b>	Module 6 (Chapter 7) Due Oct 14 at 12:00 pm
Week 8 Oct 14	<i>Class Lecture: Primate Behavior</i> <b>Announced Quiz 4 in class</b>  <b>Inquizitives due Oct 14 at 12:00 pm: Chapters 6, 7, and 9</b>	No Module This week!  <b>Exam 2 online: Opens Oct 14 at 1:30 pm and is due Oct 21 at 12:00 pm.</b>
Week 9 Oct 21	<i>Class Lecture: Hominid Adaptations</i>	Module 7 (Chapter 8) Due Oct 28 at 12:00 pm
Week 10 Oct 28	Online lecture post: Protohominins and Ardipithecus <i>Class Lecture: East African Australopithecines</i>	Module 8 (Chapter 10) Due Nov 4 at 12:00 pm
Week 11 Nov 4	Online lecture post: South African Australopithecines <i>Class Lecture: Early Homo</i> <b>Announced Quiz 5 in class</b>	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. <b>Inquizitives due on 11/11 at 12:00 pm: Chapters 8, 10 and 11</b>	No Module This Week! <b>Exam 3 Online: Opens 11/11 at 1:30 pm and is due 11/18 at 12:00 pm.</b>
Week 13 Nov 18	<i>Class Lecture: Homo erectus</i>	Module 10 (Chapter 12) Due Nov 25 at 12:00 pm
Week 14 Nov 25	<i>Class Lecture: Homo heidelbergensis and Neanderthals</i>	Module 11 (Chapter 13) Due Dec 2 at 12:00 pm
Week 15 Dec 2	<i>Class Lecture: The rise and spread of AMH</i> <b>Announced Quiz 6 in class</b>	No Module This Week!
Week 16 Finals week	<b>Inquizitives due the day and time of the final: Chapters 12 and 13</b>	<b>Final exam TBA</b>

**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**

<u>Classroom:</u>	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
<u>Prerequisites:</u>	None

### **2. Instructor and GTA Information**

<u>Instructor:</u>	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
<u>Teaching Assistants:</u>	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.

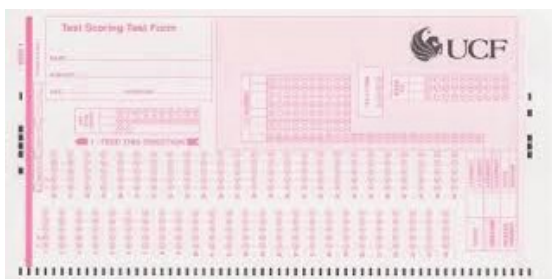
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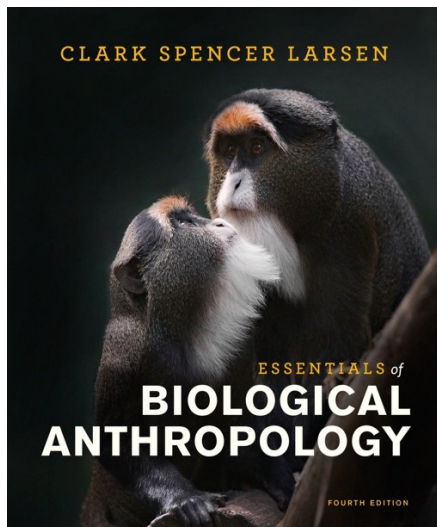
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## 8. Course-Specific Policies.

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](mailto: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>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.

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](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.

<b>Week and day of class</b>	<b>Topic</b>	<b>Weekly Module or Exam opens and the date and time it is due</b>
Week 1 Aug 28	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i> <b>Announced Quiz 1 (Nature of Science Pretest) in class</b>	Module 0 Course Activity Quiz <b>Due FRIDAY August 30 at Midnight for Course Activity.</b>
Week 2 Sep 4	<i>Class Lecture: Science as a way of knowing</i>	Module 1 (Chapter 2) Due Sep 11 at 12:00 pm
Week 3 Sep 11	<i>Class Lecture: Darwin the Man</i>	Module 2 (Chapters 3 and 4) Due Sep 18 at 12:00 pm
Week 4 Sep 18	Online Lecture post: Population Genetics <i>Class Lecture: Natural Selection</i> <b>Announced Quiz 2 (Nature of Science Posttest) in class</b>	Module 3 (Chapter 5) Due Sep 25 at 12:00 pm
Week 5 Sep 25	<b>Exam 1 in class</b>  <b>Inquizitives due Sep 25 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5</b>	Module 4 (Chapter 9) Due Oct 2 at 12:00 pm
Week 6 Oct 2	<i>Class Lecture: Primate Anatomy</i>	Module 5 (Chapter 6) Due Oct 9 at 12:00 pm
Week 7 Oct 9	<i>Class Lecture: Primate Evolution</i> <b>Announced Quiz 3 in class</b>	Module 6 (Chapter 7) Due Oct 16 at 12:00 pm
Week 8 Oct 16	<i>Class Lecture: Primate Behavior</i> <b>Announced Quiz 4 in class</b>  <b>Inquizitives due Oct 16 at 12:00 pm: Chapters 6, 7, and 9</b>	No Module This week!  <b>Exam 2 online: Opens Oct 16 at 1:30 pm and is due Oct 23 at 12:00 pm.</b>
Week 9 Oct 23	<i>Class Lecture: Hominid Adaptations</i>	Module 7 (Chapter 8) Due Oct 30 at 12:00 pm
Week 10 Oct 30	<i>Class lecture post: Prothominins and Ardipithecus</i>	Module 8 (Chapter 10) Due Nov 6 at 12:00 pm
Week 11 Nov 6	<i>Class Lecture: East African Australopithecines</i> Online lecture post: South African Australopithecines <b>Announced Quiz 5 in class</b>	Module 9 (Chapter 11) Due Nov 13 at 12:00 pm

Week 12 Nov 13	<i>Class Lecture: Early Homo and Homo erectus,</i> <b>Inquizitives due on 11/13 at 12:00 pm: Chapters 8, 10 and 11</b>	No Module This Week! <b>Exam 3 Online: Opens 11/13 at 1:30 pm and is due 11/20 at 12:00 pm.</b>
Week 13 Nov 20	<i>Class Lecture: Homo erectus and Homo heidelbergensis.</i>	Module 10 (Chapter 12) Due Nov 27 at 12:00 pm
Week 14 Nov 27	No class: Thanksgiving. Module 11 still assigned.	Module 11 (Chapter 13) Due Dec 4 at 12:00 pm
Week 15 Dec 4	<i>Class Lecture: Neanderthals and The rise and spread of AMH</i> <b>Announced Quiz 6 in class</b>	No Module This Week!
Week 16 Finals week	<b>Inquizitives due 12/11 at 10 am: Chapters 12 and 13</b>	<b>Final exam 12/11 10:00-1:50</b>

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: August 26-30
- Withdrawal deadline for this course: November 1