



ANT3196-0M01

LIFE AND DEATH IN THE ANCIENT ANDES

FALL - 2019

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

☺ Mixed Mode course ☺

Professor: Dr. J. Marla Toyne
Office: Howard Phillips Hall 409R
Phone: (407) 823 1927
Email: j.marla.toyne@ucf.edu
There is no GTA for this course.

Class Schedule: M and W 2:30 to 3:20 pm
Class Location: BA1 0121
Office Hours (HPH 409R): Friday 1-3 pm
Office LAB hours (MSB 149): Weds 4-6 pm

Course Description

This course will demonstrate the potential of human skeletal remains for reconstructing past lifeways in the ancient Central Andean civilizations of South American (coastal and highland areas of Peru, Ecuador, Chile, and Bolivia). We will take a historical approach but also focus on major transitions and their impact on specific regional populations as case studies. Readings, discussions, and exercises are designed to develop students' understanding of the variation and complex relationship between the living and dead using the bioarchaeological approach, which uses the contextual analysis of human burials (bodies and grave features) to reconstruct aspects of lived experience as well as mortuary practices and beliefs.

Topics to be covered include an introduction to bioarchaeology and methods, and the impact on patterns of LIFE (skeletal indicators of health, diet, disease), and DEATH (mortuary practices and concepts of ancestors) in 1) the origins and evolution of early societies associated with domestication; 2) the development of early states and urbanism; 3) the coalescence of later states and social conflict and religious violence (human sacrifice), and 4) the rise of the Inca Empire all within the landscape and geography of the Andean region. We will consider the different skeletal changes associated with **quality of life** including evidence of trauma, dental pathology, dietary changes in stable isotopes, and osteoarthritis. We will also recognize the importance of burials as biocultural, socially-constructed, and meaningful spaces.

Course Prerequisites: ANT2511 or or ANT2410 or ANT2000 sophomore standing.

Course Credits: 3 credit hours

Course Learning Outcomes

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

- ❖ Identify the major Central Andean geographical regions and the significant socio/political changes.
- ❖ Understand how bioarchaeology identifies different skeletal changes in the bones and teeth to define patterns in health in past populations.
- ❖ Describe the skeletal patterns of health associated with each major transition in relation to social complexity.
- ❖ Understand how different mortuary practices reflect ideas about death and ancestorhood.
- ❖ Discuss the evidence and importance of human sacrifice in the Ancient Andes.
- ❖ Locate and evaluate scholarly sources about Andean bioarchaeology.

Textbook and Readings

- ❖ Quilter J. 2014. The ancient central Andes. New York: Routledge. Available at UCF bookstore or online vendors. (Q2014 in readings section)
- ❖ Additional required Andean and Bioarchaeology specific readings will be made available through WebCourses as PDFs.

Student Evaluation

Grade Scale (+/- system is used in this course)

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

Final Grades will be based on your performance in the following:

Evaluation:	% Final Grade:
Participation (in class)	10%
Quizzes/ Reflections (online)	15%
04 Written Assignments/Discussions (online)	30%
Midterm Exams (in class)	30%
Final Exam (take home submitted online)	15%
Total	100%

Each module will have a reading and comprehension quiz associated as well as short reflection responses as the online learning component. There will also be 4 short written assignments based on readings and additional research about a selected topic to demonstrate critical thinking. Group online discussions of these assignments will be used to have students engage with each other on topics related to major discoveries and methods and new interpretations. Three major exams will assess student learning of concepts. Participation is based on regular attendance and **PARTICIPATION** in in-class discussions.

MINI-QUIZZES will occur weekly **online** based on required readings. These are **multiple choice** or **short answer questions** based on REQUIRED weekly readings and provided questions available in Webcourses modules. Quizzes will be due on the Sunday before class. See Assignments tab for deadlines.

REFLECTIONS are specific questions based responses based on additional required articles. Reflections will be due Tuesday before class meetings. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.). See Assignments tab for deadlines.

Written Assignments

There will be 4 independent written assignments/discussions due online. POST to discussion by Wednesday, reply by Friday.

- 1) *Discussion* post based on a film. “Raiders of the Lost Civilization” (2001). 50 pts.
- 2) *Review article*. Students will be assigned a research article that they will need to summarize, review, and critique. 50 pts.
- 3) *Article Research*. Students will be required to use online library resources to find a **new article** related to an assigned reading to compare and contrast the perspectives presented.

- 4) *Annotated Bibliography*. Students will be required to research and review **10 scholarly** articles related to a specific topic that they select. Topics that may be selected include: Climate change and life in the Andes; Warfare in Pre-Inca societies; Domestication of different foods; The role of animals domesticated and hunted in diet and lifestyle; Marine resources; Mobility and migration in the Andes; Ancient use of medicinal plants or coca leaf; etc.. OR a particular archaeological culture, Sican, Chimú, Recuay, Lima, Tiawanaku, Atacama, Yschma, Cupisnique, Salinar, etc...

Examinations

There will be **2 midterm exams** in class – non-cumulative. See schedule for due dates. **MIDTERM EXAMS** Review questions will be provided to the students one week before in class exams. Exams will include multi-choice, definitions, and short answer questions, as well as longer written answers based on reading and class discussions. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.), see below for policy.

There will be a take home **Final exam** that is cumulative based on overall themes covered in the course. This will be a cumulative exam that includes essay questions based on prepared selected topics from the semester. This will take place during the final exam period. It will be a take home exam, with essay format synthesis questions handed out in the last class, and answers to be handed in during the exam time by **1pm** (see attached schedule for final exam date).

Policies

Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available. Also check Webcourses for common questions asked and their answers via the discussion boards.

Webcourses@UCF

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

Accessing On-line Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday at 5pm.

Grading and evaluation

All efforts will be made to return graded materials to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

Attendance and Participation

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

Participation is an important component of this class and coming to class prepared each week by reading all assigned materials (articles, chapters, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting; please be respectful and polite to your classmates.

Course Etiquette

- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet. Let's not get distracted together!
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. 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>>.

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>>.

An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'

Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

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>>.

I also adhere to the highest standards of academic integrity. Please do not ask 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 access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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.

Campus Safety Statement

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

- In case of an emergency, **dial 911 for assistance**.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDLocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students Statement

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

Discrimination

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

University Writing Center

This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Disclaimer

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures. If absent from class, it is the student’s responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

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 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 SCHEDULE AND ASSIGNMENTS *all effort will be made to adhere to this schedule

Module	In-Class Dates	Topic	Assignment (online)	Reading
1	Aug 26 Aug 28	Introduction to Course <i>Bioarchaeology and Human Osteology</i>	Q1; RR1	Knusel 2012
2	No Class Sept 4	Introduction to Andean Geography and <i>Mortuary Practices</i>	- Q2; RR2	- Q2014 chap2; Rowe 1995
3	Sept 9 Sept 11	Formative coastal peoples – Paloma and <i>Chinchorro</i>	Q3; RR3	Q2014 Chap 3; chap4; Benfer 1990; Arriaza 2005
4	Sept 16 Sept18	Initial Period: Development of Agriculture	Q4; Write1	Q2014 chap5 Alfonso et al. 2007
5	Sept 23 Sept 25	Early Complex Societies: Highland Chavin and Coastal Paracas Necropolis	Q5; RR4	Q2014 chap6; Dwyer/Dwyer 1975; Tomasto et al. 2009
6	Sept 30 Oct 1	MIDTERM EXAM – IN Class <i>Nasca</i>	-	- Q2014 chap7;
7	Oct 7 Oct 9	<i>Nasca and trophy heads</i>	RR5; Write 2	Q2014 chap7; DeLeonardis 2004; Williams 2001
8	Oct 14 Oct 16	<i>Urbanism, Warfare, and the Moche</i>	Q6; RR6	Q2014 chap7; Verano 2014; Gagnon et al. 2013
9	Oct 21 Oct 23	<i>Expansion of the Wari</i>	Q7; RR7	Q2014 chap8; Isbell 2015; Tung 2007
10	Oct 28 Oct 30	LIP Non-state Chachapoya and <i>Mummification</i>	RR8; Write 3	Q2014 chap9; Nystrom et al. 2010; Friedrich et al 2011
11	Nov 4 Nov6	MIDTERM EXAM – IN Class <i>Inca Empire</i>	- Q8;	- Q2014 chap10;
12	No Class Nov13	VETERANS DAY <i>Inca Empire</i>	-	- Kaulicke 2015; Andrushko 2006
13	Nov 18 Nov 20	<i>Human Sacrifice and the Ancestors</i>	Q9; RR9 (pick Write 4)	Wilson et al. 2007 Toyne 2012 TBD
14	Nov 25 No Class	Conquest – <i>THANKSGIVING</i>	Write 4	Salomon 1995
15	Dec 2 Dec 4	<i>Early Colonial transformations – ONLINE</i>	Q10; RR10	Klaus 2015; Murphy et al. 2017
16		FINAL EXAM- December 11th, 2019 – 1:00pm		

Dates to remember: The FALL Academic calendar can be found online at: <http://calendar.ucf.edu/2019/FALL>

Late registration, Add/Drop: **August 26-30th, 2019**

Withdrawal deadline for this course: **November 1st, 2019**



ANT 3174
Fall 2019—3 Credits

1. Course Information

<u>Classroom:</u>	BA1 0121
Modality:	M Mode (reduced seat time)
Class Hours:	T 12:00-1:15 pm
Final Exam Time:	To be scheduled

<u>Prerequisites:</u>	None
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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: This course will provide students an archaeological perspective of fields of combat and military infrastructure (e.g. forts) from the Classic period to the early 20th century. The course begins with an overview of the unique theoretical and methodological issues and approaches that are relevant to this subdiscipline of archaeology. Thereafter, the course surveys the results of archaeological excavations of individual battle sites and military installations that influenced the social and political evolution of the Western World. In each segment the discussion will focus on how the evolution of weaponry, strategy, and tactics is evidenced in the archaeological record, and how systematic survey and excavation of fields of combat and military infrastructure can add context to the human and cultural dimension of battle that is not always available in historical documents.

4. Learning Outcomes:

- Introduce students to the anthropological subdiscipline of historical archaeology.
- Provide an overview of the specific methods and theories that guide archaeological research of battlefields and combat infrastructure.
- Explore ways that archaeology helps add context and detail to formal, recorded accounts of what transpired at a particular battle or point of conflict.
- Explain how archaeology plays an important role in reconstructing individual perspectives of warfare and conflict that are infrequently represented in formal accounts.
- Survey the results of battlefield and military archaeological research and excavations to enhance student understanding of important events of the past.

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 posted to Webcourses.

6. Course Evaluation:

6a. Students' grades will be based out of 400 total points. Grades can be calculated by dividing the total number of points earned by 400. Grades for every assignment will be posted online.

Exams – 200 points (100 each)

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

Assignments – 100 Points total

These consist of both in-class quizzes and homework assignments.

Research Paper (100 points)

In an 8-10 page paper, students will research and discuss the results of archaeological excavations at a battlefield of their choice, pending approval of the instructor.

Course Document Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Document Quiz in Webcourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than 5:00 pm on August 30. Failure to do so will result in a delay in the disbursement of your financial aid.

6b. Grading Scheme Used For Final Grades:

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

A = 376 or more	C+ = 308-319
A- = 360-375	C = 296-307
B+ = 348-359	C- = 280-295
B = 336-348	D+ = 268-279
B- = 320-335	D = 256-267
	D- = 240-255
	F = 239 or less

Individual exams and quizzes will not be curved. Neither will the overall course distribution.
2 Exams: 100 points each

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:

Historical Archaeology of Military Sites, Ed. By C. Geier, L. Babits, D. Scott, and D. Orr. Texas A&M University Press, 2011. ISBN: 978-1-60344-207-7

The Archaeology of Forts and Battlefields, by David R. Starbuck. University Press of Florida, 2011. ISBN: 978-0-8130-3689-2

Students will also be assigned additional readings from a variety of sources. Book chapters, articles, links to UCF library resources, links to relevant websites, etc. will be posted to Webcourses in weekly Modules.

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.



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. In class 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, 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.**

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- 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>.

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9f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for

additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

COURSE SCHEDULE

The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.
Additional articles may also be assigned depending on the topic.

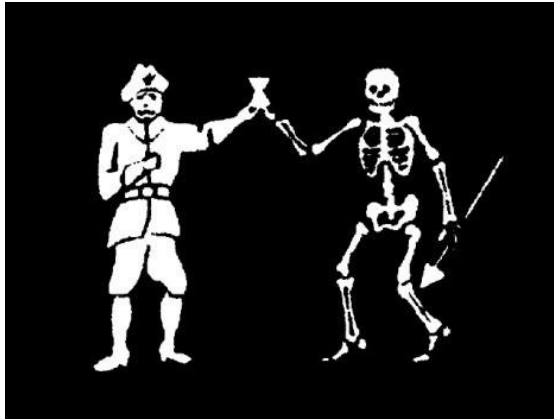
Note as to abbreviations: **HAMS = Historical Archaeology of Military Sites**
 FAB = Archaeology of Forts and Battlefields

Week	Topic	Associated Readings
Week 1	Introduction to the course Introduction to Historical Archaeology	Complete Class Participation Quiz Orser, Ch. 1
Week 2	Method and Theory	FAB ch. 1 and 2 Pratt 2007 Carman and Carman 2007 Assignment 1: Source Analysis
Week 3	Methods of Forensic Analysis of Battlefield Casualties	Introduce Paper HAMS 3-4 FAB 8
Week 4	Archaeology of a Roman Battlefield The Crusades	Rost 2007 Wilbers-Rost 2007 Boas 1999 Mitchell et al 2006 Paper proposal due!
Week 5	European colonialism and indigenous resistance	HAMS 11 and 18 FAB 3
Week 6	The French and Indian War The Revolutionary War	FAB 4-5 Babits 2013 HAMS 15
Week 7	“The Second War of Independence” (AKA The War 1812) Balaklava: The Charge of the Light Brigade	Cornelison and Lowe 2014 (1812) HAMS 13 Wason ch. 6
Week 8	Exam 1 on line Chalk Talk: The Civil War	N/A
Week 9	Civil War forts and battlefields: Archaeology vs. the written record.	HAMS 6-7 FAB 6 TBA
Week 10	War from a soldier’s perspective	HAMS 8, 14 Abel 2014 Assignment 2: Civil War Letters Analysis
Week 11	Archaeology of the Battle of Little Big Horn	FAB 7 HAMS 19 Wason ch. 7 Assignment 3: Academic vs. Popular depictions of the past

Week 12	WWI Chalk Talk: War is different...how? WWI and the Archaeology of Modern, large scale conflict.	HAMS 12 De Meyer and Pype 2009 TBA
Week 13	POWs and the archaeology of internment Chalk talk: the material culture of POWs	Mytum and Carr 2013 Thomas 2011 Jameson 2013 Paper Due!
Week 14	Thanksgiving!	Eat Turkey, watch football, etc.
Week 15	Maritime Military Archaeology	HAMS 5, 6, and 17 Assignment 4: Primary Sources
Week 16	Final TBA In Class	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 8/30
- Withdrawal deadline for this course: 11/1



“To Death”

A Standard of Captain Bartholomew “Black Bart” Roberts

ARRRchaeology of Caribbean Piracy ANT 3177
Fall 2019 (3 credits)

1. Course Information

<u>Classroom:</u>	BA1 0122
Modality:	M Mode (reduced seat time)
Class Hours:	Tuesday 12:00-1:15 pm
Final Exam Time:	Tuesday 12/10 1:00-3:50 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: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirate of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

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

5. Sequence of Course Activities: The Course Schedule that is posted with the syllabus to Webcourses contains all of the assignment and due dates.

6. Course Evaluation:

6a. Students' grades will be based out of 500 total points. Grades can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online.

Caribbean Geography Quiz – 50 points

This quiz will be administered in Week 3 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, port, bay, etc.

2 exams – 200 points (100 each)

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

3 Case Studies - 150 points (50 each)

You will write three case study reports on the following topics:

1. The Ethics of Underwater Archaeology, or, Why Treasure Hunters Should Be Keelhauled.
2. Create your own Pirate Crew and ARRTicles, and LET FLY!
3. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics and details will be handed out at the appropriate time, as listed in the Course Schedule.

10 Pirate of the Week (POW) Assignments (100 points)

Refer to the POW directions (posted to Webcourses) and the course schedule for details.

Course Document Quiz (10 Extra Credit points)

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Document Quiz in Webcourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than 11:59 PM on August 30. **Failure to do so will result in a delay in the disbursement of your financial aid.**

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:

1. *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN-10: 081297722X
2. *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). ISBN: 978-0-8130-6158-0
3. Additional readings for POW assignments will be posted to Webcourses.

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. 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. 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>.

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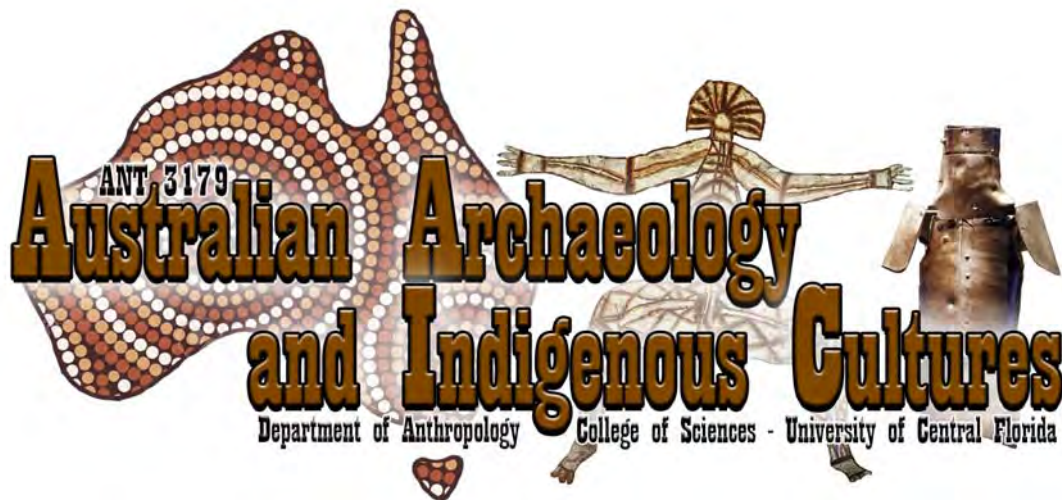
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Syllabus-



ANT 3179: Australian Archaeology and Indigenous Cultures

Syllabus

Instructor Contact

<p>Instructor</p>	 <p>Dr. Amanda T. Groff amanda.groff@ucf.edu</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours(Virtual)</p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person Wednesdays 10am-12pm; 1-2pm Please make an appointment first!!</p>

Phone	Dept Phone: 823-2227
E-mail	amanda.groff@ucf.edu
GTA	Alexandria Brock Brenna Raisor
GTA E-Mail	Alexandria.Brock@ucf.edu Brenna.Raisor@ucf.edu
GTA Office Hours	T/TH 2-3pm HPH 309 **subject to change during Week 1

Course Information

Course Name	ANT 3179- Australian Archaeology and Indigenous Cultures
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Fall 2019
Location	100% Online

Course Description and Scope

This course will explore Indigenous, historical, and maritime archaeology, as a means of unraveling the full breadth of Australia's rich Indigenous and colonial history. Archaeology is the only discipline able to study the nearly 60,000 years of human settlement on this continent and is of crucial significance for understanding Australia's past. In Australia, archaeology takes three main forms: Indigenous Archaeology (the archaeology of Aboriginal and Torres Strait Islander people in Australia before and after European Settlement), Historical Archaeology (the archaeology of Australia after European Settlement) and Maritime Archaeology. As such, the class will be sub-divided and will use Cultural Heritage

Management as a means of bridging these sub-disciplines. Topics covered in this course will include (but aren't limited to) the peopling of Australia, Indigenous archaeology and contemporary culture, historical archaeology of Fossil Beach and Melbourne Gaol, Dutch and West Indian shipwrecks, and cultural heritage.

Course Catalog Description: Explore indigenous peoples, both past and present, through historical and maritime archaeology, as a means of unraveling the full breadth of Australia's rich indigenous cultures.

Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Australia.
- Provide an overview of the methods and theories that guide archaeological research in Australia.
- Explain migration out of Africa and the peopling of Australia and Oceania.
- Explain the significant impact that historical and maritime archaeology has had on the understanding of early European explorations of Australia.
- Explain the complicated relationship between Indigenous Australians and Europeans; both past and present
- Highlight the resilient and beautiful nature of Indigenous Australian cultural practices

Required Text

There is no required text for this class. You will be provided material through assigned article/chapter readings and video lectures (located in each module).

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 lectures may be watched)

Course Requirements

This course begins on August 26th, 2019 and ends on December 9th, 2019. Your grade in this course will be based out of **515 total points**. There will be quizzes at the end of each module and exams worth a total of 380 points, and assignments worth a total of 135 points. **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.

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	5	August 30
1	5	10	September 13
2	5	10	September 13
3	5	10	September 27
4	5	10	September 27
Exam 1	100		September 30
5	5	10	October 11
6	5	20	October 11
7	5	10	October 25
8	5	10	October 25
9	5	0	October 25
Exam 2	100		October 28
10	5	20	November 8
11	5	0	November 8
12	5	0	November 22
13	5	10	November 22
14	5	10	December 4
Exam 3 (Final)	100		December 9
TOTAL	380	135	

Modules Quizzes

Getting Started Quiz: 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 will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

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

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

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!! If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.**

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%

B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions

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

Important Dates and Information

Add class deadline Friday, August 30 ; Drop class deadline: Thursday, August 29

Withdrawal deadline for this course: Friday, November 1

Final course closing date: Friday, 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 and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 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 every three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences MUST be provided in order for a make-up to be allowed. *** A broken computer is NOT a valid excuse.

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

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

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

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

Online Technology

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

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

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 Australian Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

Peoples of the World



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

ANT3212 (AW60) Peoples of the World

Fall 2019 Online • 3 credit hours

Professor Contact

Professor: [Dr. Sandra Wheeler](#)

Office: Howard Phillips Hall, 309F (UCF Main Campus)

Office: Tuesdays and Thursdays 2:30-3:30pm online in Chat and by appointment for in-person office

Hours: hours

Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

TA: Lee Johns

Contact: Webcourses Inbox or Discussion Board

University Catalogue Description

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of societies. **Prerequisites:** Sophomore standing.

Course Description

Culture surrounds us. It seems increasingly as if everyone is talking about “culture” or “cultures” to define or explain what people and entire societies do – but what is culture exactly? Cultural anthropologists study culture worldwide, researching similarities and differences among contemporary peoples. Anthropology initially studied people living traditional lives in very remote places, but as the world has changed, so has the discipline. Today, anthropologists research and work with urban populations, including indigenous and peasant peoples whose lives – and cultures – are transforming rapidly as a result of globalization.

This course presents a brief survey of peoples and cultures whose lives and beliefs represent a small part of human cultural diversity, with varied livelihoods - farming, herding, wage labor; religions - animism, animatism, polytheism, monotheism; and especially, differing views about what gives life meaning -yams, cattle, relationships, money, the arts, and so on. In this class we will explore the lifeways of peoples in diverse regions of the world, including Africa, the Pacific Islands, Asia, the Arctic, and the Americas. As anthropologist Ruth Benedict stated, "The purpose of anthropology is to make the world safe for human differences." Understanding different ways of life and different ways of thinking about the world helps us understand and appreciate the amazing diversity that is our human culture!

You will be assessed through online discussions, exams, and a short, written food ethnography. The syllabus may be modified, as determined by the instructor. All changes will be announced on Webcourses.

Please Note: We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the [Getting Started](#)

[Quiz](#) by this Friday. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

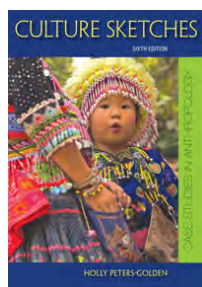
Learning Outcomes

By the end of this course you will:

- Understand what anthropology is and what makes it unique as a discipline
- Learn about basic concepts and methods in cultural anthropology and how anthropology can contribute to debates about contemporary issues
- Understand and explain the impact of factors that underlie the diversity of cultural practices
- Examine issues confronting contemporary peoples, including identity, ethnicity, post-colonialism, dependency, modernization and globalization
- Appreciate our cultural diversity, as well as cultural similarities and differences

Required Text

This book is required for this class. **You will not pass this course without it!** There are lots of used copies floating around you can buy cheaply. I will provide any additional readings to you electronically on Webcourses.



Culture Sketches: Case Studies in Anthropology, 6th Edition.

Author: Holly Peters-Golden

Year: 2012

Publisher: Boston: McGraw Hill

ISBN: 978-0078117022 (paperback)

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 3212 or Peoples** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other Important Things: Classes start: **AUG 26**; Drop/swap deadline: **AUG 29**; Add deadline: **AUG 30**; Withdrawal deadline: **NOV 1**; Classes end: **DEC 4. The final exam is scheduled during Final's Week.** Check out [UCF's Academic Calendar](#) for other important dates.

Grading Scale (+/- letter grades)

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

Student Evaluation

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

Assignment	Percent	Description
Discussion postings	45%	Discussion posts relating to the various cultures and topics presented in each module
Exams	45%	True/false, multiple choice, and/or fill in the blank questions
Food Ethnography	10%	A brief written report on a cultural food experience

Discussion postings: There are discussion postings for each of the 14 modules in this course. Everyone is **required to complete the first one** on [Doing Anthropology](#). You will then **choose 9 others** to complete a **total of 10 of 14 required** Discussion posts. I will provide you Discussion points to address and your responses should be several paragraphs (i.e., enough depth to let me know you've done the readings and understand the content). **These are not opinion posts** unless I am asking your thoughts on a particular topic! You will then post **at least**

one response to another classmate's post (thus the 'discussion' portion). After answering the questions by the **FIRST** posted due date, respond to **at least one other** student's comments by the **SECOND** due date in order to earn the full amount of points for each required discussion post. The grading criteria for the discussion postings is provided in each Discussion Assignment. There will be **no make-ups** for missed discussion postings.

Exams: There are **3** exams in this course. Exams are made up of true/false, multiple choice and/or fill-in-the-blank questions. There will be **no make-ups** for exams without proper documentation (this means an official doctor's note, police report, etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions.

Important: Once you start an exam, you must complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). The final exam is scheduled during finals week and **is not** cumulative.

Food Ethnography: Although the primary purpose of food is nutrition, food has an important cultural dimension by which people choose what to eat and what not to eat. This is your opportunity to explore a different culture from a food experience. For this assignment, you will choose a meal from a culture you have never tried before and write a post (500-600 words, so about 2 double-spaced typed pages - yes, I will be counting) on your food experience. You must also respond to at least one other student's post. You should definitely include pictures in your post!

What About Make-Up Work?

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.

Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances such as the birth/arrival of a new baby (hey, there were 2 last term!), bereavement, catastrophe, a primate apocalypse (they may rise up and take revenge), hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam may be different than the original quiz/exam. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an exceptional family emergency or other circumstance that affects your coursework and/or causes you to miss assignments or an exam, please let me know so I can help you. Also contact **Student Care Services** for additional support:

<https://scs.sdes.ucf.edu/services/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

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

Who Should Take This Online Course?

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

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

If you are a **UCF Online student**, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Never taken an online course before? Make sure you read the page on [How to Study for an Online Course](#)!

What is the Weekly Schedule?

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none">• Exams close by 11:59pm• Responses due to Discussion assignments	<ul style="list-style-type: none">• Start new module/s• Read chapters associated with each module, take notes	<ul style="list-style-type: none">• Read module pages for each culture group, take notes	<ul style="list-style-type: none">• Watch any video or media in modules• Review module pages and take notes	<ul style="list-style-type: none">• Prepare to write discussion posts• Finish any module readings	<ul style="list-style-type: none">• Post Discussion assignments• Exams open 8am	<ul style="list-style-type: none">• Dance

The UCF Mobile App

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

Course Requirements

Over the course of this semester, you will be expected to:

- Review online content and additional readings outside your textbook
- Complete the required online assignments
- Complete all online exams

This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet (see above). Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad**. **If you do not or will not have ready access to the Internet, you may want to rethink taking an online course**. Also, the **UCF mobile app is not a replacement for laptops or desktops** so don't rely on it for completing discussions or exams (see above)!!

Modules will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your book. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module materials.

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

Academic Responsibility

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

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

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

Academic misconduct of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course) and may be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

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

Respect for Diversity and Inclusion

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

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you're not on campus, use your common sense and stay safe.

Deployed Active Duty Military Students

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

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>>.

Student Accessibility Services

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

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

Modules	Topics/Culture Groups	Readings & Due Dates
Module 1	Doing Anthropology <i>What is Anthropology? Field methods & ethics</i>	Module pages Anthropology Discussion due (Aug 30) with response (Sep 1)
Module 2	Central America: Aztec <i>Ancient to modern civilizations</i>	Ch. 2 Aztec Discussion due (Sep 6) with response (Sep 8)
Module 3	Caribbean: Haiti <i>Surviving with natural disasters and conquest</i>	Ch. 4 Haiti Discussion due (Sep 13) with response (Sep 15)
Module 4	South America: Yanomami <i>Tropical forest tribes and chiefdoms; environmental crises</i>	Ch. 15 Yanomami Discussion due (Sep 20) with response (Sep 22)
Module 5	North America: Ojibwa <i>Indigenous displaced cultures, reservation life and the BIA</i>	Ch. 10 Ojibwa Discussion due (Sep 27) with response (Sep 29)
Exam #1 Opens Online 8:00 am on FRIDAY, SEP 27 to 11:59 pm EST on SUNDAY, SEP 29, 2019		
Module 6	Europe: Roma <i>Displaced cultures and discrimination; genocide</i>	Ch. 11 Roma Discussion due (Oct 4) with response (Oct 6)
Module 7	Circumpolar Arctic: Inuit <i>Indigenous displaced cultures; reservation life, environmental crises</i>	Readings in Webcourses Inuit Discussion due (Oct 11) with response (Oct 13)
Module 8	Near East: Basseri <i>Nomadic pastoralists in the modern world</i>	Ch. 3 Basseri Discussion due (Oct 18) with response (Oct 20)
Module 9	Sub-Saharan Africa: Nuer <i>Cattle pastoralists, Civil War, refugees, and new nations</i>	Ch. 9 Nuer Discussion due (Oct 25) with response (Oct 27)
Module 10	Southern Africa: Ju/'hoansi <i>Indigenous displacement, hunter-gatherers, diamond mines, tourism</i>	Ch. 9 Ju'hoansi Discussion due (Nov 1) with response (Nov 3)
Exam #2 Opens Online 8:00 am on FRIDAY, NOV 1 to 11:59 pm EST on SUNDAY, NOV 3, 2019		
Module 11	Oceania: Samoa <i>Villages, football, island life, migration</i>	Ch. 12 Samoa Discussion due (Nov 8) with response (Nov 10)

Module 12	Oceania: Trobriand Islands and Tiwi <i>Magic, yams, naming and tourism</i>	Ch.'s 13, 14 Oceania Discussion due (Nov 15) with response (Nov 17)
Food Ethnography Discussion due (Nov 15) with response (Nov 22)		
Module 13	Central, South & Southeast Asia: Hmong <i>Village farming, opium, refugees</i>	Ch. 5 Hmong Discussion due (Nov 22) with response (Nov 24)
Module 14	Indonesia: Minangkabau <i>Matrilineality, migration, adat</i>	Ch. 8 Minangkabau Discussion due (Dec 3) with response (Dec 5)
Exam #3 Opens Online 8:00 am on THURSDAY, DEC 5 to 11:59 pm EST on SUNDAY, DEC 8, 2019		

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.

ANT3241-0W60 - Magic, Ritual, and Belief

Zachary Hawk

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

Course Syllabus

Contacting the Professor

Office Hours: 1:30PM-2:30PM Wednesday, or by appointment

Office: Phillips Hall, Third Floor, room 309-E

E-mail: Zachary.Hawk@ucf.edu

Course Description:

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

Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore)

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

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

Tests:

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

Discussion Rubric

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

Course Assignments:

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

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.

5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

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

Syllabus: Sex, Gender and Culture Fall 2019

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311K

Office hours: Tuesday, Thursday 10:30 – 11:30am; 1:30-2:30pm

Online Office in class chat or conferences: Wednesday 7 – 8 pm

E mail: vance.geiger@ucf.edu

Class TA: Karli Reeves

Course description:

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

Course outcomes:

1. Understand the approach the discipline of anthropology takes to the study of human beings.
2. Understand the concept of culture as used by anthropologists and the impact culture has on people's lives.
3. Understand the importance of ethnography in researching cross-cultural human behavior.
4. Appreciate the salience of the various topics covered in class that are derived from ethnography, that increase our understanding of the intersection of sex, gender and culture.

Text: Gender in Cross-Cultural Perspective (GCCP) by Brettell and Sargent. 7th edition.
Online articles

Grading: There will be three exams. The exams will be multiple choice. Each exam will be 100 points. The exams will be a combination of the reading and class lecture/discussion. There will also be 15 assignments to be done on canvas, 10 points each.

A = 100 – 90% B = 89 – 80% C = 79 – 70% D = 69 – 60%

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.

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

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

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

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

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is : vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

9. Your instructor cannot discuss your grades in this class to any outside interested party, no one. If you are required to obtain information on your grades in a form

requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

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

Explanatory Note

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

Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. After that we follow the topics and material from the text, with some additional online material.

Weekly Modules

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

On-Line Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have a specified time to complete it. At the end of the time it will automatically close.

On-Line assignments

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

Very Important note

This is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

Another important note: unless you are asked for a specific list or definition DO NOT give one sentence answers to assignment questions. These are not tweets. Paragraph per question (some assignments have more than one question) should be adequate.
Warning

Do not copy another student's assignment into your assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

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

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

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request.

Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

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

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

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.

Schedule

Week 1 8/26 Introduction to Anthropology, the Concept of Culture

Reading: online information in week 1

Week 1 assignments due 9/2 11 55 pm

Week 2 9/2 Biology, Gender and Human Evolution.

Reading GCCP Part I

Week 2 assignment due 9/9 11 55 pm

Week 3 9/9: Gender and Prehistory

Reading GCCP: Part II; Online material week 3

Week 3 assignment due 9/16 11 55 pm

Week 4 9/16 Domestic Worlds and Public Worlds

Reading GCCP: Part III: online material week 4

Week 4 assignment due

Week 5: 9/23 Equality and Inequality: The Sexual Division of labor and Gender Stratification

Reading: GCCP Part 4

Week 5 assignment due 9/30 11 55 pm

Exam 1

Week 6 9/30 The Cultural Construction of Gender and Personhood.

Reading GCCP: Part 5

Week 6 assignment due 10/7 11 55 pm

Week 7 10/7: Culture and Sexuality.

Reading GCCP: Part 6

Week 7 assignment due 10/14 11 55 pm

Week 8 10/14: Gender and the State
READING FOR NEXT WEEK: Part 7

Week 8 assignment due 10/21 11 55 pm

Week 9 10/21: Gender, Household and Kinship.
Reading GCCP Part 8

Week 9 assignment due 10/28 11 55 pm

Week 10 10/28: Gender, Ritual and Religion.
Reading GCCP Part 9

Week 10 assignment due 11/4 11 55 pm

Exam 2

Week 11 11/4: Gender, Politics and Reproduction.
READING FOR NEXT WEEK: Part 10

Week 11 assignment due 11/11 11 55 pm

Week 12 11/11: Gender and the Global Economy
Reading GCCP Part 11

Week 12 assignment due 11/18 11 55 pm

Week 13 11/18: Case Study: The Nembi Plateau and Child Malnutrition
Reading Online material

Week 13 assignment due 11/25 11 55 pm

Week 14 11/25: Case Study: Repatriation of Cambodian Refugees
Reading Online material

Week 14 assignment due 12/4 11 55 pm.

FINAL EXAM

Professor Contact

Professor: [Zachary Hawk](#)
Office: UCF Main Campus, Howard Phillips Hall 311
Office Hours: Wednesdays 12:30-1:30 pm and by appointment
Contact: Zachary.Hawk@ucf.edu or Inbox in Webcourses

Course Information

Course Name: Sex, Gender and Culture
Course ID: ANT 3302 (0W60)
Credit Hours: 3.0 hours
Semester/Year Fall/2019
Location: Fully online in Webcourses

View the course schedule [here](#).

University Catalogue Description

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

Course Description

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

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

Topics to be covered will include:

- The biological basis of sex and the difference between sex and gender

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

Course Learning Outcomes

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

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

Course Format and Requirements

This is a fully online course! Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. So remember, **module content, assignments, and exams will be paced like a regular face-to-face course with fixed due dates throughout the semester.**

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

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

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

- Check Webcourses regularly and keep up with the modules
- Listen to all audio lectures and take notes
- Complete all readings, assignments, discussions, and exams by their due dates

- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

Required Texts

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

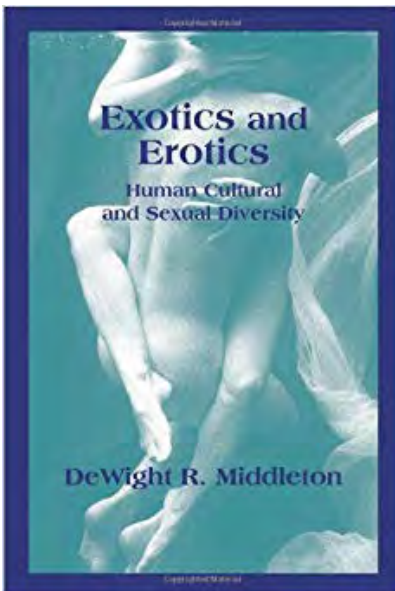
Gender Diversity: Crosscultural Variations, 2nd Edition

Author: Serena Nanda

Year: 2014

Publisher: Waveland Press

ISBN: 978-1-4786-1126-4



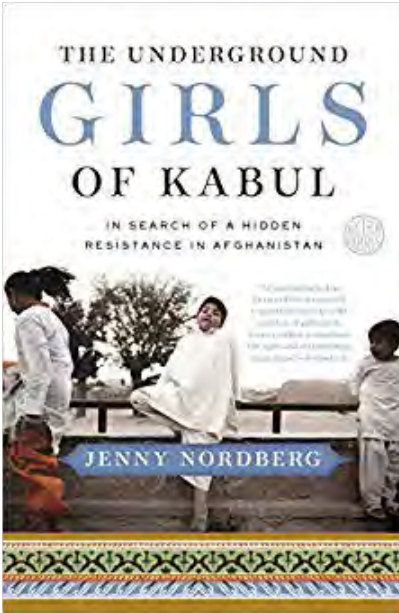
Exotics and Erotics: Human Cultural and Sexual Diversity

Author: DeWight R. Middleton

Year: 2002

Publisher: Waveland Press

ISBN: 978-1-57766-200-6



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

Author: Jenny Nordberg

Year: 2014

Publisher: Penguin Random House

ISBN: 9780307952509

Grading Scale (+/- letter grades)

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

Student Evaluation

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

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

Read and Respond Assignments: There are 7 Read and Respond (RR) assignments posted throughout the modules that correspond with the topics covered in that module

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

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

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

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

Weekly Schedule

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

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

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

What About Make-Up Work?

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

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

Respect for Diversity and Inclusion

This class will be conducted in a way that respects **all aspects of diversity and it is my intent to teach this course so that all students, no matter their gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture, are respected.** If you would like me to use specific [personal gender pronouns \(Links to an external site.\)](#) (PGPs) when communicating with you, just let me know. The very nature of this course requires us to delve into topics that may make some students uncomfortable. It may challenge what you believe to be 'natural' or 'normal.' That's okay, the classroom (even an online one) should be a safe place to discuss human diversity in all its rich colors. Some of you may even find a few of the materials, assigned readings, and classroom discussions offensive. There are graphic descriptions and imagery of sexual practices and gender-related interactions, and a variety of videos contain adult themes and language. **Please be assured that it is never my intent to sensationalize, shock or offend anyone.** The intention is to discuss the material in a contextual and anthropologically significant manner. If something does

offend you, take a moment to explore why this is the case, and then rationally explain why so we can discuss the issue further.

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

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

UCF Mobile App!!

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT 3302W** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other Important Things: Classes start: **AUG 26**; Drop/swap deadline: **AUG 29**; Add deadline: **AUG 30**; Withdrawal deadline: **NOV 01**; Classes end: **DEC 04**. **The final exam is scheduled during Final's Week from DEC 5-11.** Check out [UCF's Academic Calendar](#) for other important dates.

Really Important Things: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE [GETTING STARTED QUIZ](#) BY FRIDAY, AUG 30, 2019**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Academic Responsibility

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

Academic honesty: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

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

Student Accessibility Services

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

Deployed Active Duty Military Students

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments and exams can be found in the table below.

ANT 3311: Indians of the Southeastern US
Section OM01 | Fall 2019
MW 10:30am-11:20am | BA1 121

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Office Hours: MW 1:30pm – 2:30pm

Phone: 407-823-6503

Email: Edward.Gonzalez-Tennant@ucf.edu

Office hours are not held on days class does not meet, such as holidays.

Required Course Materials/Resources

Bense, Judith A. 2009. *Archaeology of the Southeastern United States: Paleoindian to World War I*. Walnut Creek, California: Left Coast Press.

Anderson, David G. and Kenneth E. Sassaman. 2012. *Recent Developments in Southeastern Archaeology: From Colonization to Complexity*. Washington, DC: SAA Press.

Cattellino, Jessica R. *High Stakes: Florida Seminole Gaming and Sovereignty*. Durham, NC: Duke University Press.

Other readings as provided in WebCourses.

Course Description

A study of the social and cultural history of the Indians of the Southeastern US from ancient times to the present as revealed through archaeological, ethnohistorical, and ethnographic research. The Southeastern US has a rich and fascinating array of cultural traditions including the invention of pottery, mound building, early chiefly societies, and some of the nation's most recognizable indigenous groups. The course includes examples from across the Southeast but focuses on the Gulf Coast states. It is divided into two general sections. The first, corresponding to the first 2/3 of the semester, explores the period before European contact. This begins with the Paleoindian period beginning 14,000 years ago or more. This is followed by the Archaic (10000 - 1000 BC), Woodland (1000 BC - AD 1000), and Mississippian (AD 1000 – 1500) periods. Topics explored in this section include the emergence of social inequality, origins of agriculture, migration, monumentality, and urbanism. The second section, corresponding to the final 1/3 of the semester, explores the Contact (AD 1500 - 1700), Colonial (AD 1700 – 1900), and Modern (AD 1900 - present) periods. Topics explored in this section include effects of the Spanish mission system, maroonage, resistance, and survival.

Student Learning Objectives

Upon successful completion of this course, each student will:

- Know the disciplinary history of archaeology and ethnography in the Southeastern US
- Understand the complex and varied adaptations of prehistoric and historic peoples
- Explore opposing arguments over how to interpret the material records
- Understand the breadth and depth of Southeastern Indian history and culture
- Differentiate between theoretical schools (e.g., processual, interpretive)
- Gain regional expertise to support original student research
- Understand the process of researching and writing an original paper

Grading

Grades are based on in-class participation, weekly discussion questions, two essay exams, and two research projects exploring a common theme connecting prehistoric and historical periods in Southeastern indigenous history. Students will complete assigned readings prior to attending class.

Your grades will come from the following:

In-Class Participation	10 possible points
Weekly Discussion Questions	20 possible points
Semester Research Project	70 possible points

Total Possible Points: 100

Breakdown of Grading

In-Class Participation: This is a discussion-based course, meaning there are not formal lectures. The instructor will lead discussions on Mondays and Wednesdays are typically reserved for group discussions exploring weekly discussion questions (see below). An online discussion section will open following class on Wednesday and remain available until midnight Sunday. This contributes to the courses mixed mode format. It is expected that each student will contribute to most weeks (10/15 or so) in class or via the online discussion. Grades will be recorded as complete/incomplete in WebCourses and the final points determined based on frequency and quality.

[Total Points: 10]

Weekly Discussion Questions: To facilitate discussion students will select one reading each week and submit two questions via WebCourses by noon on Tuesday. This is only required for 10 weeks out of the entire semester. See Course Schedule for a list of which weeks questions are due.

[Total Points: 20]

Semester Research Project (SRP): Students will select from a list of topics to explore during the semester. These topics will be discussed in class and assigned readings grouped accordingly. Students will explore their selected theme throughout the semester and how they changed between

the prehistoric and historic periods. The project consists of a 2-page statement of intent (10 points), a list of 10 sources combining up to 5 sources from this syllabus with additional sources identified through independent research (5 points), an annotated bibliography of 5 sources identified through independent research (10 points), a four-page final research paper (25 points), and a final presentation summarizing the student's research project (20 points). Rubrics and further instructions will be provided during the semester.

[Total Points: 70]

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 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 3311" 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.

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

The following readings are either part of the required textbooks or will be provided to students as PDF files in WebCourses. See the Bibliography section for more information.

Week 1: Aug. 26 – 30

Topic: Course Introduction & Geography and Landscape Evolution of SE US

Readings: Bense, Chapters 1 & 2

Assignments: Syllabus Quiz (Extra Credit)

Week 2: Sept. 2 – 6 (No Class Monday Sept. 2)

Topic: Paleoindian Part I

Readings: Bense, Chapter 4; Anderson and Sassaman, Chapter 2

Week 3: Sept. 9 – 13

Topic: Paleoindian Part II

Readings: Faught 2004; Pitblado 2011

Assignments: Student Discussion Questions 1

Week 4: Sept. 16 – 20

Topic: Archaic Part I

Readings: Bense, Chapter 5; Anderson and Sassaman, Chapter 3

Assignments: Student Discussion Questions 2

Week 5: Sept. 23 – 27

Topic: Archaic Part II

Readings: Jefferies 2004; Sassaman 2011; Moore 2010

Assignments: Student Discussion Questions 3

Week 6: Sept. 30 – Oct. 4

Topic: Woodland Part I

Readings: Bense, Chapter 6; Anderson and Sassaman, Chapter 4

Assignments: SRP Statement of Intent

Week 7: Oct. 7 – 11

Topic: Woodland Part II

Readings: Marquardt 2010; Wallis 2008

Assignments: Student Discussion Questions 4

Week 8: Oct. 14 – 18

Topic: Mississippian Part I

Readings: Bense, Chapter 7; Anderson and Sassaman, Chapter 5 (pages 152-178)

Assignments: SRP Bibliography

Week 9: Oct. 21 – 25

Topic: Mississippian Part II

Readings: Cobb and King 2005; Alt 2006; Marcoux 2007

Assignments: Student Discussion Questions 5

Week 10: Oct. 28 – Nov. 1 (Withdrawal Deadline is Nov. 1)

Topic: Mississippian Part III

Readings: Kehoe 1998, Chapter 9; Pauketat and Alt 2005; Knight 2006; Knight et al. 2001

Assignments: Student Discussion Questions 6

Week 11: Nov 4 – Nov 8

Topic: Historical Period Part I

Readings: Bense, Chapters 8 & 9; Anderson and Sassaman, Chapter 5 (pages 178-190)

Assignments: SRP Annotated Bibliography

Week 12: Nov 11 – Nov 15 (No Class Nov 11)

Topic: Historical Period Part II

Readings: Deagan 2003; Kowalewski 2006; Thompson and Worth 2011

Assignments: Student Discussion Questions 7

Week 13: Nov 18 – Nov 22

Topic: Historical Period Part III

Readings: Ethridge 2006; Perdue 2006; Perdue 2012

Assignments: Student Discussion Questions 8

Week 14: Nov 25 – Nov 29

Topic: Historical Period IV

Readings: Baram 2012; Weik 2014

Assignments: Student Discussion Questions 9

Week 15: Dec. 2 – 4 (Last Day of Class on Dec. 4)

Topic: Case Study: Seminoles Today

Readings: *High Stakes* (Cattellino)

Assignments: Student Discussion Questions 10; SRP Final Paper

Week 16: Finals Week (Dec. 9 – 13)

Class Time: Monday December 9, 2019 10:00am – 12:50pm

Topic: Student Presentations

Assignments: SRP Final Presentation

Important UCF Dates for Fall 2019

August 29, 2019 - Last Day to Drop and Request Full Refund

August 29, 2019 - Drop/Swap Deadline

August 30, 2019 - Add Deadline

November 1, 2019 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility](#)

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Bibliography

The following readings are referenced in the Course Schedule and will be provided as PDFs.

Alt, Susan M.

2006 The Power of Diversity: The Roles of Migration and Hybridity in Culture Change. In *Leadership and Polity in Mississippian Society*, edited by Brian M. Butler and Paul D. Welch, pp. 289–308. Occasional Paper No. 33. Center for Archaeological Investigations, Southern Illinois University, Carbondale.

Baram, Uzi

2012 “Cosmopolitan Meanings of Old Spanish Fields: Historical Archaeology of a Maroon Community in Southwest Florida” *Historical Archaeology* 46:108-122.

Cobb, Charles R., and Adam King

2005 Re-Inventing Mississippian Tradition at Etowah, Georgia. *Journal of Archaeological Method and Theory* 12:167–192.

Deagan, Kathleen.

2003 Transformation of empire: The Spanish colonial project in America. *Historical Archaeology* 37(4):3-13

Ethridge, Robbie

2006 Creating the Shatter Zone: Indian Slave Traders and the Collapse of the Southeastern Chiefdoms. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 207–218. University of Alabama Press, Tuscaloosa.

Faught, Michael K.

2004 Submerged Paleoindian and Archaic Sites of the Big Bend, Florida. *Journal of Field Archaeology* 29:273–289.

Jefferies, Richard W.

2004 Regional Scale Interaction Networks and the Emergence of Cultural Complexity along the Northern Margins of the Southeast. In *Signs of Power: The Rise of Cultural Complexity in*

the Southeast, edited by Jon L. Gibson and Philip J. Carr, pp. 71–85. University of Alabama Press, Tuscaloosa.

Kehoe, Alice Beck

1998 *The Land of Prehistory: A Critical History of American Archaeology*. Routledge, New York.

Knight, Vernon J., Jr.

2006 Farewell to the Southeastern Ceremonial Complex. *Southeastern Archaeology* 25:1–5.

Knight, Vernon James, Jr., James A. Brown, and George E. Langford

2001 On the Subject Matter of Southeastern Ceremonial Complex Art. *Southeastern Archaeology* 20:129–142.

Kowalewski, Stephen A.

2006 Coalescent Societies. In *Light on the Path: Essays in the Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 94–122. University of Alabama Press, Tuscaloosa.

Loren, Diana Dipaolo, and Cameron B. Wesson

2010 Current Archaeologies in the American Southeast. *Native South* 3:39–64.

Marcoux, Jon Bernard

2007 On Reconsidering Display Goods Production and Circulation in The Moundville Chiefdom. *Southeastern Archaeology* 26:232–245.

Marquardt, William H.

2010 Mounds, Middens, and Rapid Climate Change during the Archaic–Woodland Transition in the Southeastern United States. In *Trend, Tradition, and Turmoil: What Happened to the Southeastern Archaic?*, edited by David Hurst Thomas and Matthew C. Sanger, pp. 253–271. Anthropological Papers 93. American Museum of Natural History, New York.

Moore, Christopher R.

2010 A Macroscopic Investigation of Technological Style and the Production of Middle to Late Archaic Fishhooks at the Chiggerville, Read, and Baker Sites, Western Kentucky. *Southeastern Archaeology* 29:197–221

Pauketat, Timothy R., and Susan M. Alt

2005 Agency in a Postmold? Physicality and the Archaeology of Culture-Making. *Journal of Archaeological Method and Theory* 12:213–236.

Pitblado, Bonnie L.

2011 A Tale of Two Migrations: Reconciling Recent Biological and Archaeological Evidence for the Pleistocene Peopling of the Americas. *Journal of Archaeological Research* 19:327–375.

Perdue, Theda

2006 "A Sprightly Lover Is the Most Prevailing Missionary": Intermarriage between Europeans and Indians in the Eighteenth-Century South. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 165-178. University of Alabama Press, Tuscaloosa.

2015 Southern Indians and Jim Crow. In *The Folly of Jim Crow: Rethinking the Segregated South*, edited by Stephanie Cole and Natalie J. Ring, pp. 55-90. University of Texas, Arlington.

Sassaman, Kenneth E.

2011 History and Alterity in the Eastern Archaic. In *Hunter-Gatherer Archaeology as Historical Process*, edited by Kenneth E. Sassaman and Donald H. Holley Jr., pp. 187-208. University of Arizona Press, Tucson.

Thompson, Victor D., and John E. Worth

2011 Dwellers by the Sea: Native American Adaptations along the Southern Coasts of Eastern North America. *Journal of Archaeological Research* 19:51-101.

Wallis, Neill J.

2008 Networks of History and Memory: Creating a Nexus of Social Identity in Woodland Period Mounds on the Lower St. Johns River, Florida. *Journal of Social Archaeology* 8:236-271.

Weik, Terrance

2014 The Archaeology of Ethnogenesis. *Annual Review of Anthropology*. 43:291-305.

Syllabus 2019

Syllabus: ANT 3312 Ethnography of North American Indians

Instructor: Vance Geiger, PhD

Office Hours: Tuesday, Thursday 10:30 am – 11:30; 1:30 pm – 2:30

Office: Main Campus Office Phillips Hall 3rd floor 311C

E Mail: vance.geiger@ucf.edu

Class TA: Karli Reeves

The best way to contact me is through e mail. It is now a requirement that all students have a knights mail account. If you do not now have one you need to request one. All communication to the whole class, such as exam notices will be through class announcements and through myucf which goes only to knights mail accounts.

Course description:

A survey of the aboriginal cultures of North America, with emphasis on the pre-contact condition.

Course outcomes:

1. Understand the approach the discipline of anthropology takes to the study of human beings.
2. Understand the concept of culture as used by anthropologists and the impact culture has on people's lives.
3. Understand the importance of ethnography in researching cross-cultural human behavior.
4. Appreciate the importance of studying the pre-history of Native Americans and the changes that took place across North America before European contact.
5. Appreciate the intersection of subsistence, social organization and ideology for understanding indigenous Native American history and culture.

Texts:

The Timucua by Milanich

The Cheyenne by Moore

The Iroquois by Snow

The Huron by Trigger

The Navajo by Downs

This class will be an ethnographic survey of the Native Americans of different regions or culture areas in North America. The culture areas we will discuss will be: The Southeast, The Northeast, The Plains, The Southwest and the Northwest. There are five books required for the class. These books cover some of the areas we will discuss, but not all of them. Consequently, the material for the course will come from both the books and the online material.

The Texts: There are two reasons for the texts. One is that in reading the various books you can get a sense of how anthropologists conduct research on a population. Some of the books (The Iroquois, The Cheyenne) include a lot of prehistory, history (post- contact) and then ethnography on modern populations. Other books focus primarily on specific ritual or the conditions of modern populations and conducting research among them (the Navajo). The other reason for the texts is the coverage of the people this course covers, in essence the information on the various groups. The books are required and you will need to read them. I will provide summaries of the texts online but the summary will not completely make up for having read the book. You will also notice that some texts are longer than others. I have built in more time during the semester for you to read the longer books.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi- weekly basis. Not accessing your knights mail account is not

an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

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

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is : vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

Explanatory Note

You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more

technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office

There will be Three exams in this course. Each exam will be worth 100 points. There will be 10 assignments. Each assignment will be worth 10 points..
Grading: Three 100 point exams = 300 points
10 assignments 10 points each = 100 points

Total Possible = 400 points

Grading scale:

90 – 100 A, 80 – 89 B, 70 – 79 C, 60 – 69 D, 60 below = F

Organization of the Class

The class is organized by weeks. In week 1 there is an introduction to Anthropology and the concept of culture. In week 2 there is an introduction to archaeology and the early archaeology of Native American North America. The Keatley Creek document provides a good view of how archaeologists work and how they reach conclusions based on what they find. Week 3 is an introduction to the prehistory of the Southeast. Week 4 begins the discussion of specific groups, this one being the Cherokee. Subsequent weeks provide an introduction to other cultural areas in North America, the Northeast, the Plains, the Southwest and Northwest.

Weekly Modules\

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

On-Line Exams

The exams will be available for specified days (see Schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam you will have a specified time to complete it. At the end of the time it will automatically close.

On-Line assignments

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

Very Important note

This is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer you will not receive credit.

Another important note: unless you are asked for a specific list or definition DO NOT give one sentence answers to assignment questions. These are not tweets. Paragraph per question (some assignments have more than one question) should be adequate.

Warning

Do not copy another student's assignment into your assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

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

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

Academic Integrity

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

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student](#)

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

Campus Safety Statement

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

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

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.

SCHEDULE

Week 1: 8/26 Introduction to Anthropology and Culture

Introduction to Ethnography of North American Indians
Introduction to Culture

What is culture and what is anthropology assignments due 8/31 11:55 pm

Week 2: 9/2: Pre-Historical Overview

Archaeology

Keatley Creek

Environment

Peopling of America

Keatley Creek Assignment due 9/7 11:55 pm

Week 3: 9/9: The Southeast

The Earliest Settlement, Mound-builders to Tribes

Archaic

Woodland

Mississippian

The Timucua

Southeast prehistory Assignment due 9/14 11:55 pm

Week 4: 9/16 The Cherokee

Online material

Cherokee Assignment due 9/23 11:55 pm

Week 5: 9/23: The Northeast: General Overview

Reading: The Iroquois Chapters 1 – 4

Iroquois Assignment 1 due 9/30 11 55 pm

Exam 1: 9/28 8 am – 9/30 11:55 pm

Week 6: 9/30: The Iroquois

Reading: The Iroquois Chapters 5- 10

Week 7: 10/7: The Iroquois

Reading: The Iroquois Chapters 11 – 13

Iroquois Assignment 2 due 10/14 11 55 pm

Week 8: 10/14: The Plains: General Overview

Reading: The Cheyenne by Moore Chapters 1 – 4

Cheyenne Assignment 1 due 10/19 11 55 pm

Week 9: 10/21: The Cheyenne
Reading: The Cheyenne Chapters 5 – 12

Cheyenne Assignment 2 Due 10/28 11 55 pm

Week 10:10/28 : The Southwest: General Overview
Reading: On line Material

Exam 2: 11/2 8 am – 11/4 11:55 pm

Week 11: 11/4: The Navajo
Reading: The Navajo by Downs

Navajo Assignment due 11/11 11 55 pm

Week 12: 11/11: The Apache
Reading: Thunder Rides A Black Horse

Week 13:11/18:
The Northwest: General Overview
Reading: Online material including excerpt from The Kwakiutl by Rohner-Bettauer - online

Week 14: 11/25: The Kwakiutl
Reading: the Kwakiutl by Rohner-Bettauer (excerpt in online material)

Apache and Kwakiutl Assignment Due 11/30 11 55 pm

Week 15: 12/2
Summing Up

12/ 4 Last day of class – all assignments late or on time due at 11 55 pm 12/4

Exam 3: 12/5 8 am – 12/7 11:55 pm

Final Exam 12/9 8 am – 12/10 11 55pm



Biobehavioral Anthropology

"**Biology** gives you a brain, **life** turns it into a mind."

ANT 3541 • Fall (01) 2019

Department of Anthropology • College of Sciences
University of Central Florida

Course Information

Course Name:	Biobehavioral Anthropology
Course ID:	ANT 3541 (0001) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Classroom Building 2-206 / Tuesdays and Thursdays 12:00-1:15pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Wednesday 1:30-3:30 PM via Chat
In Office Hours:	Wednesday 1:30-3:30 PM (or by scheduled appointment)
E-mail:	lana.williams@ucf.edu (or via WebCourses Inbox messaging)

GTA Contact

GTAs:	Katherine Lane / Jane Holmstrom
Main office:	UCF Main Campus - Phillips Hall 309 / 407-823-2227
Phone:	407-823-2227
Online Hours:	TBA via Chat
In Office Hours:	TBA (or by scheduled appointment)
E-mail:	via WebCourses Inbox messaging

University Catalog Description

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about the human behavior, evolutionary neurobiology and individual behavioral differences.

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

- Identify key structures, chemical processes and systems that operate and regulate human brain function and behavior.
- Outline the historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Describe impacts of social and physical environment on development of cognition and changes in human behavior.
- Interpret and critically evaluate graphs and tables showing data on behavioral patterns in humans and animals.
- Discuss anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.

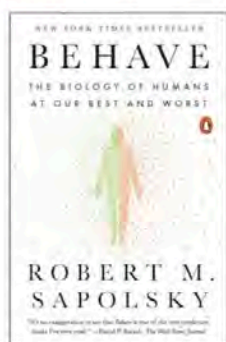
While emphasis is placed on the earning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

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

What textbook will I need?

The following **textbook is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky

Edition: Reprint or eBook

Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

How should I plan my course schedule?

This course explores the social science of human behavior through evolution and genetics, hormones and neurons, culture and philosophy – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

We meet face-to-face twice each week during our scheduled class time, but we will also use WebCourses, an online course management system (accessed through my.ucf.edu and then the “Online Course Tools” tab). WebCourses will be used as a forum for turning in assignments and communicating with your professor, graduate teaching assistants (GTAs) and peers in the course. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in class activities and discussions.** You should also plan on setting aside at least **three hours each week to complete your assigned reading, listen or view assigned media content, review materials, and work through required assignments.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **face-to-face office hours in Howard Philips Hall 309F on Wednesdays from 1:30-3:30pm.** If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

Is the course accessible for students with disabilities?

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

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

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

- submit a Required Academic Activity quiz to start the course;
- attend class and participate in activities on Tuesdays and Thursdays from 12:00-1:15pm EST
- review online learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 10 of 12 Quizzes (two lowest scores are dropped);
- participate in 3 Point-of-View online discussions;
- submit 3 Behavior Study response papers (includes online participation in IRB approved research);
- submit 3 written exams (in-class or online option).

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

All graded work is due on an assigned schedule. A missed or late quiz, assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required 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: Neuromythology](#) quiz in the COURSE INTRO: Things You Should Know by **11:59pm EST on AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (10)	110	20%
POV Discussions (3)	30	15%
Behavior Study papers (3)	60	25%
Exams (3)	300	40%
<i>Total Possible</i>	500	100%

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 12 possible grades.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human behavior and current issues presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **Behavior Study papers:** These assignments are designed around your participation in ongoing online behavior studies (IRB approved) and how they relate to materials covered in the course and peer-reviewed scholarly journal articles **You are required to submit all 3 Behavior Study assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams.**
 - **NOTE:** Exams for this course will be written online at set dates during the term. You may also opt to write your exams in paper form on the set dates during regular class time and the scheduled final exam period. **If you would prefer the paper format for your exams, you MUST notify me in writing no later than 11:59pm EST on SEP 17, 2019.**

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

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

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

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

How do I view my grades?

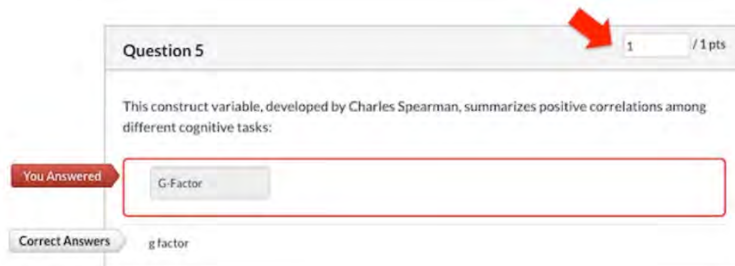
You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and discussion grades will be available within three-to-five days after the final due date. For most response paper assignments and exams, grades will be available within seven-to-ten days after the final due date. When an assignment, quiz or exam score is posted, you will receive an announcement that grades have been posted (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or correct answers supplied for comparison with your

submission. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs 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 posted**.

WebCourses 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 GTAs 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 correct.**

If point corrections are applied by the GTAs during grading, the question will still show a 'red' flag indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded for a correct answer**, like the example shown here:



The screenshot shows a question titled "Question 5" with a red flag icon and "1 / 1 pts" in the top right corner. The question text is: "This construct variable, developed by Charles Spearman, summarizes positive correlations among different cognitive tasks:". The user's answer, "G-Factor", is shown in a box labeled "You Answered". The correct answer, "g factor", is shown in a box labeled "Correct Answers".

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

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

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without an approved and valid, verifiable excuse.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- If you are **representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military or National Guard** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are a **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) in

advance of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

What academic resources are available to me?

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

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

How is respect for diversity maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online and in-class discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

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

- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' grade](#) for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me and/or the GTAs. 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 GTAs, 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 instructor, between student and GTAs, 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 GTAs and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

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

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

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

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

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

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

Can I use external study groups and websites?

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

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTAs to join in!

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

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor or GTAs for assistance.

What do I do if there is a campus emergency?

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













- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency** during class, students may need to [locate](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video](#).














What is my course lecture and assignment schedule?

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

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

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

Date	Details	
Fri Aug 30, 2019	 REQUIRED ACTIVITY: Neuromythology	due by 11:59pm
Mon Sep 2, 2019	 QUIZ 1: Brain Behavior	due by 11:59pm
Fri Sep 6, 2019	 POV1: Chemical Fallout	due by 11:59pm
Tue Sep 10, 2019	 POV1 Group Response	due by 11:59pm
Wed Sep 11, 2019	 QUIZ 2: Neurobiology	due by 11:59pm
Wed Sep 18, 2019	 QUIZ 3: Sensory Triggers	due by 11:59pm
Fri Sep 20, 2019	 BEHAVIOR STUDY 1	due by 11:59pm
Wed Sep 25, 2019	 QUIZ 4: Hormone Effects	due by 11:59pm
Sat Sep 28, 2019	 EXAM 1 (Online)	due by 11:59pm
Mon Oct 7, 2019	 QUIZ 5: Memory and Plasticity	due by 11:59pm
Fri Oct 11, 2019	 POV2: Importance of Mothering	due by 11:59pm
Mon Oct 14, 2019	 QUIZ 6: Growing Behaviors	due by 11:59pm

Tue Oct 15, 2019	 POV2 Group Response	due by 11:59pm
Mon Oct 21, 2019	 QUIZ 7: Behavior Genetics	due by 11:59pm
Fri Oct 25, 2019	 BEHAVIOR STUDY 2	due by 11:59pm
Wed Oct 30, 2019	 QUIZ 8: Culture Matters	due by 11:59pm
Sat Nov 2, 2019	 EXAM 2 (Online)	due by 11:59pm
Fri Nov 8, 2019	 POV3: Why Nature vs Culture?	due by 11:59pm
Mon Nov 11, 2019	 QUIZ 9: Evolution Behavior	due by 11:59pm
Tue Nov 12, 2019	 POV3 Group Response	due by 11:59pm
Mon Nov 18, 2019	 QUIZ 10: Hierarchy and Morality	due by 11:59pm
Mon Nov 25, 2019	 QUIZ 11: Empathy and Altruism	due by 11:59pm
Mon Dec 2, 2019	 BEHAVIOR STUDY 3	due by 11:59pm
Wed Dec 4, 2019	 QUIZ 12: Crossing Lines	due by 11:59pm
Sat Dec 7, 2019	 EXAM 3 (Online)	due by 11:59pm

Syllabus

ANT 3610: Language and Culture Fall 2019

Professor Contact

Instructor: Dr. Nessette Falu

Office: HPH, 401J

Online Office Hours: You can arrange a telephone or Skype meeting on Tue and Thu 4-5pm; you may schedule a visit as well.

Phone: 407-823-3991

Email: nessette.falu@ucf.edu

Course Information

Course Name	Language and Culture
Course ID & Section	ANT3610, Section 0W60
Credit Hours	3
Course Modality	W: Webcourses Online
Semester/Year	Fall 2019

Prerequisite: PR: Sophomore standing.

Teaching Assistant: Ms. Chelsea Daws

Contact Chelsea via Webcourses Messages primarily.

Course Description

Language is part of our everyday lives. Having a linguistic approach to understanding language is one way to study it. In this course, you will learn understand language as a broad and complex category of culture and social aspects of people's lives.

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought,

culture, and power. The course will explore the study of language in a variety of ways that include theory, methods, histories, and ethnographic approaches to linguistic anthropology. Linguistic anthropology, one of four main subfields of the discipline of anthropology, is a social science. As a social science, you will engage in readings, discussions, and assignments that examine and explore the role of language within culture and society. This course will explore films, cultural productions, social media, politics, global and local contexts, and much more.

Course Objectives

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.
- Learn theories and methods for the application of linguistic anthropology.

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. Second Edition. ISBN 9781119060604
 - NOTE: This textbook is also an e-book via UCF Library!!!
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686

Supplemental Texts

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

Course Requirements

Quizzes: 6 in total based upon material for that week. 15 points each quiz.

Discussion Posts: 6 in total. Students are required to post an initial post for a discussion assignment by due date and reply to another student by a different due date. Be sure to read the discussion assignment requirements carefully. There are no extensions. Do not send your discussion post via Inbox or email. 30 points each discussion post (Initial response: 20 points; reply: 10 points). Initial post is due on designated Fridays. If you post late (as of Saturday and thereafter, you will be penalized 5 points for each day that it is late). Your response to another student is due the immediate following Sunday after your initial post.

Lyrics and Social Change Paper 100 points: Students will write a short paper (750-800 words) interpreting the lyrics of a song of your choosing from any genre or period. Lyrics must speak and represent social change and social issues.

Decolonizing Language and Identity 200 pts: For this final paper of 4 pages in length, doubler-spaced, you will write a short history, socio-cultural analysis and biographical reflection of an *identity word* of your choosing. This identity word can represent an identity of any form (ethnic, racial, sexual, gender, class,

religious, etc) that you identify with or represents you in some way via family tradition, social community, or religious community, etc. This paper requires research and careful thinking. Be sure to get an early start on the paper.

Midterm 78 points: Multiple choice, True/False and short answer questions based on Ahearn chapters covered Weeks 1-7.

Final Exam 65 points: Multiple choice, True/False and short essay questions based on Ahearn chapters and other materials covered second half of the term - Weeks 8-15.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion and other assignments (book review and papers) so you have to stay on top of this as **no late work will be accepted without penalty**. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documentable special circumstances. There are no make-ups for missed discussion post, quizzes or exams.**

Evaluation and Grading

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

<i>Quizzes</i> 6	<i>90 points</i>
<i>Discussion Posts</i> 6	<i>180 points</i>
<i>Lyrics Paper</i>	<i>100 points</i>
<i>Decolonizing Language and Identity Paper</i>	<i>200 points</i>
<i>Midterm</i>	<i>78 points</i>
<i>Final Exam</i>	<i>65 points</i>

Your grade will be based on the following scale:

Percentage	Grade
95-100	A
89-94	A-
85-88	B+
81-85	B
79-80	B-
73-78	C+
67-72	C
64-66	C-
60-63	D
59 and below	F

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.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu\)](http://www.goldenrule.sdes.ucf.edu) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change

(or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.

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

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](http://www.sds.ucf.edu/), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.



MUMMIES: LIFE AFTER DEATH

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

ANT4027 (0W60) Mummies: Life After Death Fall/2019 • 3.0 Credit Hours • Fully Online in Webcourses

Professor Contact

Professor: [Dr. Sandra Wheeler](#)

Office: Howard Phillips Hall, 309 (UCF Main Campus)

Office Hours: Tuesdays and Thursdays 10-11am in Chat (for online office hours) and by appointment for in-person office hours

Contact: Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

GTA: Megann Phillips

Office Hours: TBA in Chat (for online office hours)

Contact: Webcourses Inbox or Discussion Board

University Catalogue Description

Cultural practices and beliefs surrounding death; the concerns cultures and humans have had throughout the ages about the body's decay after life, and their attempts to prevent decay and preserve bodies in a state as near to life as possible. **Prerequisite:** ANT 2511 Human Species or C.I.

Course Description

The fact that **bodies decay after death** has concerned humans throughout the ages. Many cultures have attempted to arrest this decay process, so that bodies are preserved in a state as near to life as possible, but naturally **mummified bodies** (human and animal) are also found around the world. In some cultures, the body is preserved and burial is delayed so the families can spend more time with their loved ones. Today, mummies are increasingly being studied to address questions about the health, social standing, and beliefs of the populations from whence they came. This course explores the reasons why people mummify bodies, the mechanisms by which they are preserved, and the lessons that they have for modern populations. We will also explore the various methods employed to study ancient mummies, and the information we can learn about past life ways from these preserved bodies. In this way, mummies do have a life after death!

Topics to be covered include:

- Worldwide mortuary practices involving intentional preservation of the body (or body parts)
- Various methods used to preserve human and animal bodies
- How modern scientific techniques are used to understand the mummification process as well as ancient health and disease processes
- The global distribution of mummies around the world

Please Note: We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the [Getting Started Required Activity](#) by **FRIDAY AUGUST 26**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

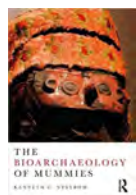
Learning Outcomes

By the end of this course you will:

- Understand the mechanisms and purpose of **anthropogenic** mummification
- Understand the conditions in which we find **naturally** preserved mummies
- Assess the myriad of examples of mummies that can be found **worldwide** through time
- Examine analytical methods, research questions, and **research** findings in studying preserved remains
- Analyze the **ethics** of mummy research and museology (display) of mummies and human remains
- Formulate **knowledgeable questions** about the historical, cultural, and scientific aspects of mummies and mummification

Required Texts

There are **two required textbooks** for this course. **You will not pass this class without both textbooks.** The textbooks are available for purchase in the UCF Bookstore and through various online vendors. You can probably find used copies online! I will also provide you with additional electronic readings (.pdf's) in the course modules. **All additional readings (each module has several outside your texts) are in the Introduction pages for each module!**



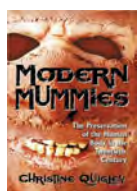
The Bioarchaeology of Mummies

Author: Kenneth C. Nystrom

Publisher: Routledge

Year: 2019

ISBN: 9781611328394 (paperback)



Modern Mummies: Preservation of the Human Body in the 20th Century

Author: Christine Quigley

Year: 2006

Publisher: McFarland

ISBN: 0786428511 (paperback)

Note: this book is also on reserve at the John C. Hitt Library (main campus)

Grading Scale (+/- letter grades)

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT4027 or Mummies** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Other important things: Classes start on **MONDAY, AUG 26** and end on **WEDNESDAY, DEC 4**. The **Final Exam (Exam 3)** is available during Final's Week, **THURSDAY, DEC 5 to SUNDAY, DEC 8**. Check out [UCF's Academic Calendar](#) for other important dates.

Student Evaluation

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

Assignment	Percent	Description
Mummification Project	20%	A mummification project; yes, you will mummify something! And write about it!
Meet a Mummy	10%	Complete one of two of Meet a Mummy written assignments!
Displaying the Dead	10%	Discussion assignment on the ethics of display of human remains in museums and public spaces
Quizzes (14)	20%	Module quizzes based on course materials; lowest two quiz scores will be dropped
Exams (3)	40%	Fill-in-the-blank, true/false, multiple choice, and short answer questions based on the posted readings, videos, and lecture materials
Pre- and Post-tests	-	Complete pre- and post-tests to measure learning outcomes for the course

Mummification Project: You will complete a **mummification project** where you will mummify an apple using several different methods, collect quantitative and qualitative data on your observations, and write up a discussion of your findings as it relates to the course material. The Mummification Project is worth 20% of your final grade.

Meet a Mummy written assignment: You will complete **one of the two posted assignments** dealing with mummies and mummy research. More details can be found by clicking on the Assignments button or looking in the Modules. Meet a Mummy assignments are worth 10% of your final grade.

Displaying the Dead Discussion: The Discussion requires that you post and respond to ethical positions regarding displaying of the dead in museums and public institutions. This Discussion assignment is worth 10% of your final grade.

Quizzes: There are **14 quizzes** in this course. Each module has a quiz that is based on all the materials presented in that module. Quizzes are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest two quiz scores are dropped. Quizzes are worth 20% of your final grade.

Exams: There are **three online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions.

Important: Once you start an exam, you have 2 hours (120 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online and is scheduled during Final's Week. The final exam is not cumulative.**

Pre- and Post-tests: These are non-graded quizzes you are required to complete. Each quiz has the same questions you will answer at the beginning of the semester and at the end. **These pre- and post-tests are not calculated into your final grade** but rather are used (by me!) to measure what you know about mummies coming into the class and what you learned after taking the class.

What About Make-Up Work?

I do not accept late work so keep track of your deadlines. If a deadline passes and you missed work you will receive a zero for that assignment, quiz or exam. Make-up assignments, quizzes or exams will be given **ONLY** in extreme circumstances like a zombie apocalypse, hurricanes, pan-Internet virus, birth/arrival of a new baby (hey, there were several last term!), health emergencies, bereavement, catastrophe, etc. These circumstances include exceptional EMERGENCIES, and the make-up assignment/exam/quiz will be different than the original

assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. **If you experience an exceptional family emergency or other circumstance that affects your coursework and/or causes you to miss assignments or an exam, please let me know so I can help you.** Also contact **Student Care Services** for additional support:

<https://scs.sdes.ucf.edu/services/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

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

Who Should Take This Online Course?

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

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

If you are a **UCF Online student**, please consult the [UCF Online Student Guidelines](#) for more information about being an online student and your access to non-academic services.

Never taken an online course before? Make sure you read the module page on [How to Study for an Online Course!](#)

What is the Weekly Schedule?

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none">• Assignments due by 11:59pm• Quizzes close by 11:59pm• Exams (3) close by 11:59pm	<ul style="list-style-type: none">• Start review of module pages	<ul style="list-style-type: none">• Read text and additional readings• Take notes	<ul style="list-style-type: none">• Watch any video or media in modules• Take notes	<ul style="list-style-type: none">• Exams (3) open 8am	<ul style="list-style-type: none">• Read text and additional readings• Take notes	<ul style="list-style-type: none">• Dance

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to

take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

Over the course of this semester, you will be expected to:

- review online content and additional readings outside of your textbooks
- complete the required online assignments
- complete module quizzes
- complete all online exams

This course is **fully online**, so it is important to have **reliable and consistent** access to the Internet (see above). Since you are enrolled in an online course, it is assumed you have regular access to the Internet, **even if you are traveling abroad. If you do not or will not have ready access to the Internet, you may want to rethink taking an online course.** Also, the **UCF Mobile App is not a replacement for laptops or desktops** so don't rely on it for completing discussions or exams (see above)!!

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

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

Academic Responsibility and Integrity

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

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](#)”.

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

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

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

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety (if you are on campus)

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

- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you're not on campus, use your common sense and stay safe.

Student Accessibility Services

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

academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

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

Religious Observances

Students must notify their instructor in advance if they intend to miss class (if you meet in person) for a religious observance. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for quizzes, assignments and exams can be found in the table below.

Module	Topic, Required Reading, and Assignment Due Dates
Getting Started	GETTING STARTED ACTIVITY DUE AUG 30 PRE-TEST DUE AUG 30
Module 1	A Natural (sometimes) Process Text Readings <ul style="list-style-type: none"> Nystrom KC. 2019. Mummies: Definitions and mechanisms (Ch 1). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 5-31. Quigley C. 2006. What has been, may be, can be, and will be done (Ch 1). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland & Company, Inc., pg 5-26. Additional Required Reading <ul style="list-style-type: none"> Aufderheide A. 2003. Mechanisms of mummification (Ch 3). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 41-71. QUIZ 1 DUE SEP 1
Module 2	A History of Mummy Studies Text Readings <ul style="list-style-type: none"> Nystrom KC. 2019. History of bioarchaeology and mummy studies (Ch 2). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 32-45. Additional Required Readings <ul style="list-style-type: none"> Aufderheide A. 2003. History of mummy studies (Ch 1). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 1-21. Pringle H. 2001. The Congress (Ch 1) and The dissector's knife (Ch 2). <i>The Mummy Congress: Science, Obsession, and the Everlasting Dead</i>. New York: Hyperion, pg 1-53. QUIZ 2 DUE SEP 8
Module 3	Why Mummify? Text Readings <ul style="list-style-type: none"> Quigley C. 2006. Learning about life and death (Ch 4). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland & Company, Inc., pg 103-131. Additional Required Reading <ul style="list-style-type: none"> Aufderheide A. 2003. Purpose of anthropogenic mummification (Ch 2). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 22-40. QUIZ 3 DUE SEP 15
Module 4	Modern Immortality Text Readings <ul style="list-style-type: none"> Quigley C. 2006. Lying in state (Ch 2). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland & Company, Inc., pg 27-58. Quigley C. 2006. Buying immortality (Ch 5). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland & Company, Inc., pg 133-166. Additional Required Reading <ul style="list-style-type: none"> Bates, S. 2010. Bodies impolitic? Reading cadavers. <i>International Journal of Communication</i> 4: 198-219. QUIZ 4 DUE SEP 22 MEET A NEW(-ISH) MUMMY ASSIGNMENT DUE SEP 22
Module 5	The Ethics of Display of Human Remains Text Readings

	<ul style="list-style-type: none"> Nystrom KC. 2019. Mummy studies and bioarchaeology (Ch 6). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 145-164. <p>Additional Required Readings</p> <ul style="list-style-type: none"> Brooks MM, Rumsey C. 2007. The body in the museum. In: Cassman V, Odegaard N, and Powell J (eds) <i>Human Remains: Guide for Museums and Academic Institutions</i>. AltaMira Press: Lanham, pg 261-289. Day J. 2014. 'Thinking Makes it So': Reflections of the ethics of displaying Egyptian mummies. <i>Papers on Anthropology</i> 23: 29-44. Walter T. 2004. Plastination for display. <i>Journal of the Royal Anthropological Institute</i> 10: 603-627. <p>QUIZ 5 DUE SEP 29</p>
	<p align="center">EXAM 1 (Available online 8:am on SEP 26 to 11:59pm on SEP 29)</p>
Module 6	<p>Modern Methods of Mummy Study</p> <p>Text Readings</p> <ul style="list-style-type: none"> Nystrom KC. 2019. Mummy studies and social theory (Ch 4). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 98-122. Nystrom KC. 2019. Methods in mummy research (Ch 5). <i>The Bioarchaeology of Mummies</i>. NY: Routledge, pg 123-144. <p>Additional Required Readings</p> <ul style="list-style-type: none"> Antoine D. 2014. The scientific analysis of human remains from the British Museum collection: Research potential and examples from the Nile Valley. In: Fletcher A, Antoine D and Hill JD (eds) <i>Regarding the Dead: Human Remains in the British Museum</i>. The British Museum Press: London. pg 20-30. <p>QUIZ 6 DUE OCT 13</p>
Module 7	<p>Mummies and Disease</p> <p>Required Readings</p> <ul style="list-style-type: none"> Lynnerup N. 2019. Mummies and paleopathology. In: <i>Ortner's Identification of Pathological Conditions in Human Skeletal Remains</i>, 3rd edition. London: Elsevier, pg 799-807. Prates C, Sousa S, Oliveria C and Ikram S. 2011. Prostate metastatic bone cancer in an Egyptian Ptolemaic mummy, a proposed radiological diagnosis. <i>International Journal of Paleopathology</i> 1: 98-103. Tilley L and Nystrom K. 2018. A 'cold case' of care: Looking at old data from a new perspective in mummy research. <i>International Journal of Paleopathology</i> https://doi.org/10.1016/j.ijpp.2018.08.001 Väre T, Niinimäki J, Junno J-A, Núñez M, Niinimäki S and Niskanen M. 2016. Suspected tuberculosis in an early 17th-century northern Finnish mummy-A computed tomography case study. <i>International Journal of Paleopathology</i> 14: 69-73. <p>QUIZ 7 DUE OCT 20</p>
Module 8	<p>Animal Mummies</p> <p>Required Readings</p> <ul style="list-style-type: none"> Aufderheide A. 2003. Mummification of animals (Ch 7). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 395-417. Boeskorov GG, Potapova OR, Mashchenko EN, Protopopov AV, Kuznetsova TV, Agenbroad L and Tikhonov AN. 2014. Preliminary analyses of frozen mummies of mammoth (<i>Mammuthus primigenius</i>), bison (<i>Bison priscus</i>) and horse (<i>Equus</i> sp.) from the Yana-Indirgka Lowland, Yakutia, Russia. <i>Integrative Zoology</i> 9: 471-480. Ikram S. 2015. Protecting pets and cleaning crocodiles: The Animal Mummy Project (Ch 9). In: Ikram S (Ed.) <i>Divine Creatures: Animal Mummies in Ancient Egypt</i>. Cairo: The American University in Cairo Press, pg 206-227. Wade AD et al. 2012. Foodstuff placement in ibis mummies and the role of viscera in embalming. <i>Journal of Archaeological Science</i> 39: 1642-1647. <p>QUIZ 8 DUE OCT 27</p>

	MEET AN OLD(-ISH) MUMMY ASSIGNMENT DUE OCT 27
Module 9	<p>Mummies of Egypt</p> <p>Required Readings</p> <ul style="list-style-type: none"> Aufderheide AC. 2003. Egyptian mummification materials (excerpt from Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 251-259. McCreesh NC, Gize AP, David AR. 2011. Ancient Egyptian hair gel: new insight into ancient Egyptian mummification procedures through chemical analysis. <i>Journal of Archaeological Science</i> 38: 3432-3434. Taylor JH and Antoine D. 2014. Tamut: A high-ranking priest's daughter (Ch 3). <i>Ancient Lives New Discoveries: Eight Mummies, Eight Stories</i>. London: The British Museum Press, pg 68-92. Wade AD, Nelson AJ and Garvin GJ. 2011. A synthetic radiological study of brain treatment in ancient Egyptian mummies. <i>HOMO-Journal of Comparative Human Biology</i> 62: 248-269. <p>QUIZ 9 DUE NOV 3</p>
	EXAM 2 (Available online 8:am on OCT 31 to 11:59pm on NOV 3)
Module 10	<p>Mummies of North and Central America</p> <p>Text Readings</p> <ul style="list-style-type: none"> Quigley C. 2006. Occupational hazards (Ch 3). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland & Company, Inc., pg 59-102. <p>Additional Required Readings</p> <ul style="list-style-type: none"> Aufderheide A. 2003. The geography of mummies-Mummies of North America and Mummies of Central America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 72-92. Zimmerman MZ. 1998. Alaskan and Aleutian mummies (Ch 8). In: <i>Mummies, Disease and Ancient Cultures</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 138-154. <p>QUIZ 10 DUE NOV 10</p>
Module 11	<p>Mummies of South America</p> <p>Required Readings</p> <ul style="list-style-type: none"> Arriaza BT, Cárdenas-Arroyo F, Kleiss E and Verano JW. 1998. South American Mummies: culture and disease (Ch 10). In: <i>Mummies, Disease and Ancient Cultures</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 190-236. Aufderheide A. 2003. The geography of mummies-Mummies of South America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 92-158. Guillén SE. 2004. Artificial mummies from the Andes. <i>Collegium Antropologicum</i> 2: 141-157. <p>QUIZ 11 DUE NOV 17</p>
Module 12	<p>Mummies of Europe</p> <p>Required Readings</p> <ul style="list-style-type: none"> Ascenzi A et al. 1998. Mummies from Italy, North Africa and the Canary Islands (Ch 12). In: <i>Mummies, Disease and Ancient Cultures</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 263-287. Piombino-Mascoli D, Panzer S, Marvelli S, Lösch S, Aufderheide AC and Zink AR. 2011. The "Sicily Mummy Project": First results of the scientific campaigns (2007-2010). <i>Geschichte und Tradition der Mumifizierung in Europa Kasseler Studien zur Sepulchralkultur</i> 25-31. Wun I. 2010. Mummies in monasteries and churches-monks, popes and princes. In: Wiecek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 152-159. <p>QUIZ 12 DUE NOV 24</p> <p>MAKE A MUMMY ASSIGNMENT DUE NOV 24</p>
Module 13	<p>Glacier Mummies and Bog Bodies</p> <p>Required Readings</p> <ul style="list-style-type: none"> Chamberlain AT and Parker Pearson M. 2001. Bog bodies. In: <i>Earthly Remains: The History and Science of Preserved Human Bodies</i>. Oxford: Oxford University Press, pg 45-82.

	<ul style="list-style-type: none"> • Kerneck B. 2010. The Altai Lady and her companions-mummies of the Scythian Pazyryk culture. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 138-141. • Lynnerup N. 2015. The Thule Inuit mummies from Greenland. <i>The Anatomical Record</i> 298: 1001-1006. • Samadelli M, Melis M, Miccoli M, Egarter Vigl E and Zink A. 2015. Complete mapping of the tattoos of the 5300-year-old Tyrolean Iceman. <i>Journal of Cultural Heritage</i> 16: 753-758. <p>QUIZ 13 DUE DEC 4</p>
Module 14	<p>Mummies of the Middle East, Asia and Oceania</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Beckett RG, Nelson AJ. 2015. Mummy Restoration Project among the Anga of Papua New Guinea. <i>The Anatomical Record</i> 298: 1013-1025. • Erckenbrecht C, Klaatsch HH. 2010. Mummies in Australia-a special form of aboriginal burial rites. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 121-125. • Sakurai K, Ogata T, Morimoto I, Long-Xiang P and Zhong-Bi W. 1998. Mummies from Japan and China (Ch 14). In: <i>Mummies, Disease and Ancient Cultures</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 308-335. <p>QUIZ 14 DUE DEC 4</p> <p>POST-TEST DUE DEC 8</p>
	EXAM 3 (Available online 8:am on DEC 5 to 11:59pm on DEC 9)

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.

Course Syllabus

[Jump to Today](#)
[Edit](#)


ANT 4171: BATTLE OF THE SEXES?: THE ARCHAEOLOGY OF GENDER

University of Central Florida, Fall 2019

Mixed Mode Course

Face-to-Face Meeting: Tuesdays 3-4:15 PM in BA1 O121

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall 309P

Phone: 407-823-6554

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

Online Office Hours: Wednesdays 10-11 AM

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

Skype: search for brigittekovacevich@gmail.com (<mailto:brigittekovacevich@gmail.com>)

GTA: Karla Cardona

Office: HPH 101

Office Hours: Wednesday 1-3 PM

Email: karla.cardona@ucf.edu

Course Perspective:

This course brings together theoretical work from gender and women's studies, science studies, philosophy and the social sciences on sex and gender, with archaeological case studies from the forefront of contemporary scholarship. Course topics will include (but are not limited to) biological sexing, masculinity, motherhood, sexuality, youth and age, gender, race and ethnicity. A central question will be: how do archaeologists employ their expertise in the study of material remains to approach questions often considered accessible only through texts or direct observation of behavior? Students will also gain an understanding of the distinct historical developments of sex/gender systems in different world traditions in deep time.

This is a seminar-style course designed to introduce students to the advances in archaeological research on gender, sexuality and social identity in the last 25 years. We will examine the issue of "engendering" archaeology from a critical perspective. Why is a study of gender important in the investigation of past

societies? How do we recognize gender archaeologically? How can we see other social identities such as age or class? Has anyone looked at the social construction of masculinity? This course will explore, but not answer completely, all of these questions. We will utilize a wide variety of data including artifacts, architecture, human osteology (the study of human remains), art, ancient texts, ethnohistoric sources and ethnographic analogy. This course is appropriate for any student interested in ancient cultures and/or the social construction of identity.

Course Objectives

- 1) To learn why it is important for archaeologists to consider gender when describing life in the past and how archaeologists can reconstruct gender roles and gender ideologies in past societies through the study of archaeological sites and artifacts.
- 2) To gain knowledge and perspective on the highly varied roles and contributions of men and women in cultures from around the world and throughout history by critically reading archaeological case studies.
- 3) To achieve an appreciation for the continuity or discontinuity between traditional and contemporary patterns of roles and status of different sexes and genders and how other categories such as age, class, and ethnicity can affect these patterns and/or be more salient categories of difference than sex or gender.
- 4) To increase awareness of how subdominant groups negotiate power, status, and identity in hierarchical and/or hegemonic structures and how social and political change may be introduced in such systems.
- 5) To acquire a critical appreciation of the varying biological/ecological/cultural arguments for issues of supposed norms of sexuality, gender, dominance, child rearing, mothering, sexual division of labor, etc.
- 6) To examine critically popular notions and representations of gender roles in our own and past cultures.

Learning outcomes

The learning outcomes for this course will ask students to accomplish the following goals by the end of the semester:

1. To evaluate the importance of the study of gender and sexuality in the field of archaeology.
2. To critically assess the effectiveness of studies relating to gender by sharing reflections and interpretations in class discussions and reading response papers.
3. To synthesize and evaluate archaeological work on gender in a particular cultural region or time period in a final paper.

Credit Hours:

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Course Catalog Description:

Advances in archaeological research on gender, sexuality and social identity.

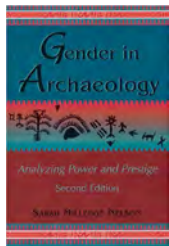
Course Prerequisites:

Prerequisite(s): **ANT 2140** (<http://catalog.ucf.edu/content.php?>

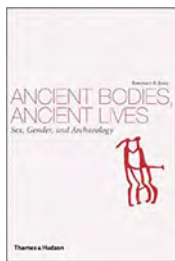
[filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14&](#)
or Sophomore Standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Course Texts/Readings:

Nelson, Sarah Milledge. 2004. *Gender in Archaeology*, Second Edition. Altamira Press, Walnut Creek, CA.



Joyce, Rosemary A. 2008. *Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology*. Thames and Hudson, New York.



These books will be available at the bookstore. There are additional required readings, which will be on available to download from Webcourses. Please let me know if you have any problem finding or obtaining the readings.

Course Requirements:

-

Students will be graded based on their scores on the following requirements:

<u>Assessment</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Class Participation/Attendance	150	10%
Module Assignments	150	20%
Midterm Exam (Online)	100	20%
Final Paper	100	30%
<u>Final Exam (Online)</u>	<u>100</u>	<u>20%</u>
Total	600	100%

-

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. At this point we will have no reading quizzes or discussion leaders, but if people do not participate in discussions we will implement a more rigorous strategy for keeping people up with the readings and forcing them to talk in class. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. We have 15 class meetings and your attendance will be recorded as a percentage of total classes attended or missed throughout the semester in the attendance feature on webcourses and will be 10% of your total grade. If you do miss a class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence emailed to me, if it is for an excused absence (i.e., family emergency, illness, etc.) with proof or verification. Your attendance the first week will be used as your Academic Engagement Activity for financial aid.

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic discussed in class each module will be due on the Friday following the class at 11:59 PM, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. The modules will permit you to turn in assignments late, but you will be penalized 1 letter grade per day (i.e., 1 of 10 points or 2 of 20 points or .5 of 5 points).

Exams: Midterm and Final exams will consist of essay questions based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and complete online. Exams may be turned in late at a penalty of one letter grade per day (i.e., 10 points off of 100 points).

Final paper: This will be a 8-10 page written final project related to gender and archaeology. This can be a topic that was not discussed in class or a further exploration of something we did discuss. I will require you to use a specific number of class sources and outside sources. Papers may be turned in late at a penalty of one letter grade per day (i.e., 10 points off of 100 points).

Grades:

Grades will be released on webcourses once GTA and Professor have had a chance to comment. Turn around time is usual 2-3 days for shorter assignments and no more than one week for longer assignments, although in special circumstances it may take more time.

Grading Scale (%)

94-100

A

90-93

A-

87-89

B+

84-86

B

80-83

B-

77-79

C+

74-76

C

70-73

C-

67-69

D+

64-66

D

60-63

D-

0 - 59

F

ETHICAL ISSUES

Disability Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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

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

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

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

[. \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

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

Academic Integrity:

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity

<<http://academicintegrity.org> [. \(http://academicintegrity.org/\)](http://academicintegrity.org/)>.

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

<<http://wpacouncil.org/node/9> [. \(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)>.

Responses to Cheating, Academic Dishonesty, Plagiarism:

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

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.

****TENTATIVE** Course Schedule--FOR MOST UP TO DATE READING LIST PLEASE SEE WEEKLY MODULES**

Week 1-Introduction

August 27

- Introduction and Orientation

Module 1-Due Friday August 30th

- Feminism in Popular Culture
 - Sandberg, Sheryl, 2010 (TED video, 15m): http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html (http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html)
 - Slaughter, Ann Marie. 2012. Why Women Still Can't Have it All. The Atlantic July/August 2012:85-102.
 - Walker, Rebecca. 1992. Becoming the Third Wave. Ms January 1992:2-4.
- Film: I was a Teenage Feminist
- Activity-Response Paper-Do we need feminism in archaeology?

Week 2-What is Gender and How Do We Study It?

September 3

- Sex, Gender, Sexuality and Feminism
 - Joyce, Introduction
 - Fausto-Sterling, Ann. 1993. The Five Sexes: Why Male and Female Are Not Enough. The Sciences March/April 1993:20-24.
 - Butler, Judith. 1988. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. Theatre Journal, 40(4):519-531.

Module 2-Due Friday September 6

- How and Why to Engender Archaeology
 - Nelson, chapters 1 and 3
 - Conkey, Margaret and Janet Spector. 1984. Archaeology and the Study of Gender. In Advances in Archaeological Method and Theory, 1-38, reprinted in Reader in Gender Archaeology, pp. 11-45, 1998, Routledge, London.
- Introduction to Archaeology
 - Archaeology 101. Archaeological Institute of America.
 - Joyce, chapter 1
- Activity: Archaeology of an Office

Week 3-Primates**September 10**

- Sex and Gender in Non-Human Primates
 - Nelson, Chapter 4
- Zuk, Marlene. 2005. Animal Models and Gender. In *Gender in Cross-Cultural Perspective*, fourth edition, edited by Caroline B. Brettell and Carolyn Sargeant, pp. 7-16. Pearson Education, London.
- Articles for further reading:
 - Zihlman, Adrienne. 1993. Sex Differences and Gender Hierarchies Among Primates: An Evolutionary Perspective. In *Sex and Gender Hierarchies*, edited by Barbara Diane Miller, pp. 32-56. Cambridge University Press, Cambridge.
 - Wright, Patricia Chapple. 1993. Variations in male-female dominance and offspring care in non-human primates. In *Sex and Gender Hierarchies*, edited by Barbara Diane Miller, pp. 127-145. Cambridge University Press, Cambridge.

Module 3-Due Friday September 13

- Film: The Changing Ape
- Activity-Androcentric vs. Critical Reading of Primate Behavior

Week 4-Man the Hunter?**September 17**

- Women in Human Evolution
 - Washburn, Sherwood L., and C.S. Lancaster. 1966. The Evolution of Hunting. In *Man the Hunter*, edited by Richard B. Lee and Irven DeVore, pp. 293-303. Aldine, Chicago.
 - Zihlman, Adrienne. 1998. Woman the Gatherer: The Role of Women in Human Evolution. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 91-106. Routledge, London.
- Articles for further reading:
 - Falk, Dean. 1998. Brain Evolution in Females: An Answer to Mr. Lovejoy. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 115-138. Routledge, London.
 - Brumbach, Hetty Jo, and Robert Jarvenpa. "Woman the hunter: Ethnoarchaeological lessons from Chipewyan life-cycle dynamics." *Women in Prehistory: North America and Mesoamerica*, University of Pennsylvania Press, Philadelphia (1997): 17-32.

Module 4-Due Friday September 20

- Adavasio, James. Who Brings Home the Bacon? In *Invisible Sex: Uncovering True Roles of Women in Prehistory*: 75-88. Walnut Creek, California (2007).
- Activity-Response paper-Weighing the Evidence in "Who Brings Home the Bacon"

Week 5-Upper Paleolithic**September 24**

- Goddesses and Erotica in the Upper Paleolithic
 - Nelson, Chapter 8
- Joyce, introduction (pp. 6-18), chapter 2 (pp. 46-57)
- Russell, Pamela. 1998. The Paleolithic Mother-Goddess: Fact or Fiction? In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 261-268. Routledge, London.
- Articles for further reading:
 - McCoid, C. H., and L. R. McDermott. 1996. Toward Decolonizing Gender: Female Vision in the Upper Paleolithic. *American Anthropologist* 98:319-326.
 - Hays-Gilpin, Kelley. 2004. Engendering and Degendering Paleolithic Europe's Cave Paintings. In *Ambiguous Images: Gender and Rock Art*, edited by Kelley Hays-Gilpin, pp. 43-63. Altamira, Oxford.

Module 5-Due Friday September 27

- Review Nelson Chapter 4 pp. 61-63
- Joyce, pp. 46-57
- Activity-Discussion-Interpreting Figurines

Week 6-Division of Labor**October 1**

- Gender and the Division of Labor
 - Nelson, chapter 5
 - Brandt, S. and K. Weedman. 2002. Woman the Toolmaker. *Archaeology* Sep/Oct:50-53.
- Articles for further reading:
 - Gero, Joan. 1991. Genderlithics: Women's Role in Stone Tool Production. In *Engendering Archaeology*, edited by Joan Gero and Margaret Conkey, pp. 163-193. Basil Blackwell, Oxford.
 - Watson, Patty Jo and Mary C. Kennedy. 1998. The Development of Horticulture in the Eastern Woodlands of North America. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 159-172. Routledge, London.
- In class short film: Woman the Toolmaker

Module 6-Due Friday October 4

- Gendered Labor
 - Schmidt, Peter. 1998. Reading Gender in the Ancient Iron Technology of Africa. In *Gender in African Prehistory*, edited by Susan Kent, pp. 139-162. Altamira, Oxford.
- Film: Tree of Iron
- Activity-Response Paper-Comparing the Gendered Division of Labor Then and Now

Week 7-Households and Families and Mothering**October 8**

- Gender and Household Archaeology
 - Joyce, chapter 3 (pp. 77-85)
 - Nelson, chapter 6
- Articles for further reading:
 - Hendon, Julia. 2007. The Engendered Household. In *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*, edited by Sarah M. Nelson, pp. 141-168. Altamira Press, Lanham.
 - Tringham, Ruth 1991. Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains in *Engendering Archaeology: Women and Prehistory*. Blackwell Oxford.

Module 7-Due Friday October 11

- Bolen, Kathleen M. "Prehistoric construction of mothering." Exploring gender through archaeology. Selected papers from the 1991 Boone Conference. Prehistory Press, Madison. 1992. <http://anthro.appstate.edu/sites/anthro.appstate.edu/files/documents/ebooks/gender/ch05.html> (<http://anthro.appstate.edu/sites/anthro.appstate.edu/files/documents/ebooks/gender/ch05.html>)
- Wilkie, Laurie A. "Expelling frogs and binding babies: conception, gestation and birth in nineteenth-century African-American midwifery." *World Archaeology* 45.2 (2013): 272-284.
- Activity-Discussion-Can we see mothering in archaeology?_

Week 8-Craft production**October 15**

- Gender and Craft Production in Complex Societies
 - Hutson, Scott R., Bryan K. Hanks, and K. Anne Pyburn. 2013. Gender, Complexity, and Power in Prehistory. In *A Companion to Gender Prehistory*, first edition, edited by Diane Bolger, pp. 45-67. John Wiley and Sons.
 - Costin, Cathy L. 1996. Exploring the Relationship Between Gender and Craft in Complex Societies: Methodological and Theoretical Issues of Gender Attribution. In *Gender and Archaeology*, edited by Rita Wright, pp. 111-142. University of Pennsylvania, Philadelphia.
- Articles for further reading:
 - Mills, Barbara J. 1995. Gender and the Reorganization of Historic Zuni Craft Production: Implications for Archaeological Interpretation. *Journal of Anthropological Research* 51(2):149-172.
 - Brumfiel, Elizabeth M. 1991. Weaving and Cooking: Women's Production in Aztec Mexico. In *Engendering Archaeology: Women and Prehistory*, edited by Joan M. Gero and Margaret W. Conkey, pp. 224-251. Basil Blackwell, Oxford.

Module 8-Midterm Exam-Due Friday October 18

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Week 9-Authority and Power**October 22**

- Gender, Authority, and Power
 - Joyce, chapter 3 (pp. 67-77)
 - Nelson, chapter 7
- Articles for further reading:
 - Hewitt, Erika 1999. What's in a Name?: Gender, Power and Classic Maya Women Rulers. *Ancient Mesoamerica* 10:251-262.
 - Marcus, Joyce. 2001. Breaking the Glass Ceiling: The Strategies of Royal Women in Ancient States. In *Gender in Pre-Hispanic America*, edited by Cecelia Klein, pp. 305-340. Dumbarton Oaks Library and Research Collection, Washington, D.C.

Module 9-Due Friday October 25

- Ardren, Traci. 2002. Death Becomes Her: Images of Female Power from Yaxuna Burials. In *Ancient Maya Women*, edited by Traci Ardren, pp. 68-88. AltaMira Press, Walnut Creek.
- Activity-Discussion-Political Power of Men and Women Now and in the Past.

Week 10-Gender Ideology**October 29**

- Gender Ideology
 - Nelson, chapter 8 pp. 134-137
- Articles for further reading:
 - McCafferty, Geoffrey G., and Susan D. McCafferty. 1999. The Metamorphosis of Xochiquetzal: A Window on Womanhood in Pre- and Post-Conquest Mexico. In *Manifesting Power: Gender and the Interpretation of Power in Archaeology*, edited by T. L. Sweely, pp. 103-125. Routledge, London.
 - Pollock, Susan, and Richard Bernbeck. 2000. And They Said, Let Us Make Gods in Our Image: Gendered Ideologies in Ancient Mesopotamia. In *Reading the Body: Representations and Remains in the Archaeological Record*, edited by Alison E. Rautman, pp. 150-164. University of Pennsylvania Press, Philadelphia.
 - Brumfiel, Elizabeth. 1996. Figurines and the Aztec State: Testing the Effectiveness of Ideological Domination. In *Gender and Archaeology*, edited by Rita Wright, pp. 143-166.

Module 10-Due Friday November 1

- Hays-Gilpin, Kelley A. (2001) "Gender Ideology and Ritual Activities." In *Women and Men in the Prehispanic Southwest: Labor, Power, and Prestige*, edited by Patricia L. Crown, pp. 91-135. School of American Research Press, Santa Fe, New Mexico.
- Activity-Response Paper-What are our gendered rituals?

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Week 11-Children**November 5**

- The Archaeology of Childhood
 - Baxter, Jane E. 2005. *The Archaeology of Childhood*. Altamira, Oxford.
- Material Culture Fieldtrip: Toys at Target

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Module 11-Due Friday November 8

- Joyce, Rosemary A. 2000b: Girling the girl and boying the boy: The production of adulthood in ancient Mesoamerica. *World Archaeology* 31:473-483.
- Activity-Write-Up-Performing Gender at Target

Week 12-Multiple Genders**November 12**

- Moving beyond Two-Sex/Two-Gender Systems

- Joyce, chapter 2 (pp. 57-66)
- Midnight Sun 1988: "Sex/gender systems in Native North America" Pp. 32-47

in *Living the Spirit*, W. Roscoe ed. New York: St Martin's Press.

- Articles for further reading:
 - Prine, E. 2000: Searching for third genders: towards a prehistory of domestic

space in Middle Missouri villages, in *Archaeologies of Sexuality*, pp. 197-

219.

- Hollimon, Sandra. 2007. The Archaeology of Non-Binary Genders in Native North America. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 435-450. Altamira, Walnut Creek.

Module 12-Due Friday November 15

- Library Research Day for Final Papers
- Activity-Obojobo Quiz on Information Literacy

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Week 13-Masculinity

November 19

- Making Masculinity
 - Alberti, Benjamin. 2006. Archaeology, Men, and Masculinities. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 401-434. Altamira, Walnut Creek.
 - Joyce Chapter 4, pp. 86-106
 - Ardren, Traci, and David R. Hixson. "The unusual sculptures of Telantunich, Yucatán: phalli and the concept of masculinity among the ancient Maya." *Cambridge Archaeological Journal* 16, no. 1 (2006): 7-25.
- Articles for further reading:
 - Winter, Irene J. 1993. Sex, Rhetoric, and the Public Monument: The Alluring Body of Narim Sin. In *Sexuality in Ancient Art*, edited by N. B. Kampen, pp. 11-26. Cambridge University Press, Cambridge.

Module 13-Due Friday November 22

- Knapp, A. Bernard. 1998. Boys Will Be Boys: Masculinist Approaches to a Gendered Archaeology. In *Reader in Gender Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 359-363. Routledge, London.
- Activity-Discussion-Material Culture of Alternative Masculinities

-

Week 14-Menstrual Huts and Men's Houses

November 26

- Carney, Molly, Jade d'Alpoim Guedes, Kevin J. Lyons, and Melissa Goodman Elgar. "Gendered Places and Depositional Histories: Reconstructing a Menstrual Lodge in the Interior Northwest." *American Antiquity* (2019): 1-20.
- Galloway, Patricia. "Where have all the menstrual huts gone? The invisibility of menstrual seclusion in the late prehistoric Southeast." Claassen, C. and Joyce, R.(eds.) (1997): 47-62.
- Joyce, Rosemary, 2000. A Precolumbian Gaze: Male Sexuality among the Ancient Maya. In *Archaeologies of Sexuality*, edited by Barbara Voss and Robert Schmidt, pp. 263-283. Routledge, London.

Module 14- NO ONLINE ASSIGNMENT THIS WEEK

Week 15-Women and Men in Archaeology: Then and Now

December 3
















- Women and Men in Archaeology: Then and Now
 - Joyce, chapter 5
 - Nelson, chapters 2 and 10

- Articles for further reading:
 - Anonymous. 1994[1971]. The Female Anthropologist's Guide to Academic Pitfalls. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 5-6. *Archeological Papers of the American Anthropological Association Number 5*. Wiley-Blackwell, Arlington.
- Gero, Joan. 1994. Excavation Bias and the Woman-at-Home Ideology. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 37-42. *Archeological Papers of the American Anthropological Association Number 5*. Wiley-Blackwell, Arlington.

FINAL EXAM- Friday, December 6 due online at 11:59 PM

FINAL PAPER-Wednesday December 11 due online at 11:59 PM

Course Summary:

Date	Details	
Fri Aug 30, 2019	 Position Paper on Feminism (https://webcourses.ucf.edu/courses/1336207/assignments/6275977)	due by 11:59pm
Fri Sep 6, 2019	 Assignment-Archaeology of an Office (https://webcourses.ucf.edu/courses/1336207/assignments/6275975)	due by 11:59pm
Fri Sep 13, 2019	 Short Paper:Androcentric vs. Critical Interpretation of Primate Behavior (https://webcourses.ucf.edu/courses/1336207/assignments/6275982)	due by 11:59pm
Fri Sep 20, 2019	 Who Brings Home the Bacon? (https://webcourses.ucf.edu/courses/1336207/assignments/6275988)	due by 11:59pm
Fri Sep 27, 2019	 What in the heck do these figurines represent? (https://webcourses.ucf.edu/courses/1336207/assignments/6275972)	due by 11:59pm
Fri Oct 4, 2019	 Response Paper-Division of Labor Then and Now (https://webcourses.ucf.edu/courses/1336207/assignments/6275978)	due by 11:59pm
Fri Oct 18, 2019	 Midterm Exam (https://webcourses.ucf.edu/courses/1336207/assignments/6275976)	due by 11:59pm
Fri Oct 25, 2019	 Political Power of Women and Men in the Past and Today (https://webcourses.ucf.edu/courses/1336207/assignments/6275971)	due by 11:59pm
Fri Nov 1, 2019	 Response Paper-What are our gendered ideologies? (https://webcourses.ucf.edu/courses/1336207/assignments/6275979)	due by 11:59pm
Fri Nov 8, 2019	 The Archaeology of Childhood at Target (https://webcourses.ucf.edu/courses/1336207/assignments/6275985)	due by 11:59pm
Fri Nov 15, 2019	 Annotated Bibliography for the Final Project (https://webcourses.ucf.edu/courses/1336207/assignments/6275973)	due by 11:59pm
Fri Nov 22, 2019	 The Material Culture of Alternate Masculinities (https://webcourses.ucf.edu/courses/1336207/assignments/6275970)	due by 11:59pm
Fri Dec 6, 2019	 Final Exam (https://webcourses.ucf.edu/courses/1336207/assignments/6296293)	due by 11:59pm
Wed Dec 11, 2019	 Upload Final Paper (https://webcourses.ucf.edu/courses/1336207/assignments/6275986)	due by 11:59pm
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1336207/assignments/6275981)	

Course Syllabus

[Jump to Today](#)

 [Edit](#)

ANT4462: Medical Anthropology

Fall 2019

Professor Contact

Instructor Dr. Nessette Falu
Office HPH, 401J
Office Hours Tue & Thu 3-4pm
Phone 407-823-3991
E-mail nessette.falu@ucf.edu

Course Information

Course Name Medical Anthropology
Course ID & Section ANT 4462-0001
Credit Hours 3
Meeting Times Tue & Thu 1:30-2:45p
Semester/Year Fall 2019
Location BA1-0121

Prerequisite: PR: Sophomore standing or C.I.

Teaching Assistant: Ms. Chelsea Daws

Contact Chelsea via Webcourses Messages only

Course Description

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This course introduces students to

bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health. The main objective of this course is to trace how varying ideas of health and healthcare have been interpreted by anthropologists and other scholars across different contexts and complex issues. As a social science, you will engage in readings, discussions, and assignments that examine and explore culture and society. This course will explore films, cultural production, social media, politics, global and local contexts, and much more.

Course Objectives

- Introduce students to the study of medical anthropology and related topics across a variety of disciplines
- Give students an awareness of issues of health and medicine within cultures and diversity at US, international and global scales
- Encourage critical thinking on a range of dilemmas posed by the readings and films
- Develop students' proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their thinking about their future lives and work, including considering many forms of action and intervention
- Learn theories and methods for the application of medical anthropology.

Required Texts

- Skloot, Rebecca. 2010. *The Immortal Life of Henrietta Lacks*. Crown Publishing Group. ISBN 9781400052189
- Plemons, Eric. 2017. *The Look of a Woman: Facial Feminization Surgery and the Aims of Trans-Medicine*. Duke University Press. ISBN9780822369141
- Davis, Dana-Ain. 2019. *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. ISBN-9781479853571

Supplemental Required Articles

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

Course Requirements

Attendance and participation: It is expected that students will attend all classes unless they have a valid

excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Attendance will be taken periodically. There is no extra credit allowed for undocumented absences. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

Quizzes: Two short essay online quizzes. 15 points each.

Discussion Posts: 5 in total. Students are required to post a response for a discussion post and reply by due date. There are no extensions. Do not send your discussion post via Inbox or email. 30 points each discussion post (Initial post: 20 points; Reply: 10 points). **Your initial post is due on Fridays.** If you post late (as of Saturday and thereafter, you will be penalized 5 points for each day that it is late). This assignment is not accepted via Inbox or email. **Your reply to another student is due by Sunday after your post due date.**

Reflection Papers: Two reflection papers based on the readings and other requirements. 3 pages, double spaced. 75 points each.

Book Review: This is a book analysis assignment based on Davis' ethnographic book. 100 points.

In-Class Assignments: There are two assignments for credit to be done in class based on the readings for that week. 15 points each. There may be random in-class assignments given for extra credit and as a learning exercise.

Debate Session: This is a group activity. In small teams, you will together research a topic dilemma given to you by the professor and develop both medical/health and anthropological evidence, ideas, questions, and argument. The debate session will occur in class. 200 points including for the report submission (100/200) required prior to your in-class session.

Research Proposal: This is your final assignment due during finals week. You will draft a short research proposal based on a topic of your choosing. Format will be given by the professor. You must submit your topic (10 points) and outline (40 points) by due dates. Research Proposal (150) Total points: 200.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion and other assignments so you have to stay on top of this as **no late work will be accepted without penalty.** For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documentable**

special circumstances such as medical reasons. There are no make-ups for missed discussion post, quizzes or exams.

Evaluation and Grading

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

<i>Essay Quizzes</i> 2	<i>30 points</i>
<i>Discussion Posts</i> 4	<i>120 points</i>
<i>Reflection Papers</i> 2	<i>150 points</i>
<i>In-Class Assignments</i> 2	<i>30 points</i>
<i>Book Review</i>	<i>100 points</i>
<i>Debates Session and Report</i>	<i>200 points</i>
<i>Research Proposal</i>	<i>200 points</i>

Your grade will be based on the following scale:

Percentage	Grade
95-100	A
89-94	A-
85-88	B+
81-85	B
78-80	B-
73-77	C+
68-72	C
64-67	C-
60-63	D
59 and below	F

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.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](http://www.goldenrule.sdes.ucf.edu/) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Per the Golden Rule, you may not use "study tools" websites, nor may you copy, reproduce, or share exam questions.












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



Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need

accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Summary:

Date	Details
Sun Sep 8, 2019	 Discussion Post 1 (https://webcourses.ucf.edu/courses/1338084/assignments/6345844) due by 11:59pm
Sun Sep 15, 2019	 Discussion 2 (https://webcourses.ucf.edu/courses/1338084/assignments/6345854) due by 11:59pm
Sun Sep 22, 2019	 Quiz 2 (https://webcourses.ucf.edu/courses/1338084/assignments/6345861) due by 11:59pm
Sun Sep 29, 2019	 Reflection Paper 1 (https://webcourses.ucf.edu/courses/1338084/assignments/6346020) due by 11:59pm
Sun Oct 6, 2019	 Discussion 3 (https://webcourses.ucf.edu/courses/1338084/assignments/6346017) due by 11:59pm
	 Discussion 4 (https://webcourses.ucf.edu/courses/1338084/assignments/6346004) due by 11:59pm
Thu Oct 10, 2019	 In-Class Assignment 1 (https://webcourses.ucf.edu/courses/1338084/assignments/6346012) due by 11:59pm
Mon Oct 21, 2019	 Book Review (https://webcourses.ucf.edu/courses/1338084/assignments/6346007) due by 11:59pm
Sun Nov 17, 2019	 Research Proposal Outline (https://webcourses.ucf.edu/courses/1338084/assignments/6345928) due by 11:59pm
Tue Nov 19, 2019	 In-Class Assignment 2 (https://webcourses.ucf.edu/courses/1338084/assignments/6345926) due by 11:59pm
	 Reflection Paper 2 due by 11:59pm

Fri Nov 22, 2019		https://webcourses.ucf.edu/courses/1338084/assignments/6345924	
Wed Dec 11, 2019		Research Proposal https://webcourses.ucf.edu/courses/1338084/assignments/6345901	due by 11:59pm
Mon Dec 16, 2019		Introduce Yourself: Financial Aid Requirement https://webcourses.ucf.edu/courses/1338084/assignments/6345802	due by 11:59pm



Nutritional Anthropology

ANT 4467 (OM01) ▪ Fall 2019

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

Course Information

Course Name: Nutritional Anthropology
Course ID: ANT 4467 (OM01) / Fall 2019
Credit Hours: 3.0 hours
Location/time: Business Administration 1-121 / Thursdays 3:00-4:15pm

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Hours: Monday 1:30-3:30 PM via Chat
In Office Hours: Monday 1:30-3:30 PM (or by scheduled appointment)
E-mail: lana.williams@ucf.edu (or via WebCourses Inbox messaging)

GTA Contact

GTAs: Jane Holmstrom
Main office: UCF Main Campus - Phillips Hall 309 / 407-823-2227
Phone: 407-823-2227
Online Hours: TBA via Chat
In Office Hours: TBA (or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

University Catalog Description

Psychological, biological, social, cultural, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, ecological, and evolutionary. **Prerequisite:** ANT 2511 or C.I.

Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

This course surveys the evolution of human diet, from the foods of our earliest ancestors to the contents of today's supermarkets. We'll cover the definition of food, human nutritional requirements, major dietary transitions and food innovations in human history, the roots of world cuisine, the modern food industry, and current and future food challenges.

Nutritional anthropology is situated at the intersection of biology and culture; therefore, we will be using a biocultural approach to explore the following aspects of human diet and nutrition:

- Part 1 of the course will focus on the biology basics of food, digestion, and nutrition. We will be covering the anatomy and physiology of nutrition, dietary guidelines, cultural concepts of what is edible and inedible, and long-term processes of adapting foods to people and people to foods.
- Part 2 of the course explores *what* we know about the history of human diets and *how* we know it. You will be introduced to and discuss the development of cuisines (how and why we eat what we eat), ecological frameworks and industrial agriculture, and comparative perspectives on food systems and foodways.
- Part 3 of the course focuses on major food challenges and controversies today. Building on what you learned in Parts 1 and 2 of the course, you will engage in thoughtful in-class discussions on controversial and/or complex topics relating to power and inequity as key factors influencing access to food and patterns of food sustainability for both populations and individuals. We will be discussing food safety and food policy, dietary transitions, branding and delocalization, and globalization of food and diet practices.
- Capstone learning for the course involves formulating informed opinions in domestic and international debates about food security, food sovereignty, and the future of food.

What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about human nutrition, diverse foodways, and food politics.

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

- Identify the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology.
- Discuss the impact of food and nutrition in human adaptation, food perceptions and environmental use.
- Describe the range of food-related beliefs, artifacts, behaviors and practices across diverse cultures.
- Select appropriate anthropological theories and apply them to the practices of food production, processing, exchange, and consumption.
- Apply anthropological methods to discern food-related behavior in the past and present, and anticipate future issues.
- Evaluate the impact of policy and power on social issues of health, food security, access, and design of culturally appropriate alternatives.

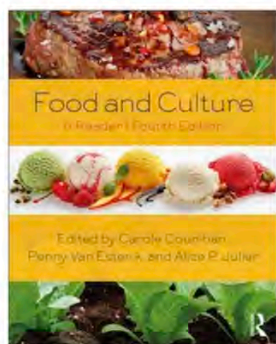
While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

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

What textbook will I need?

The following **4th edition of your textbook is required** for successful completion of this course (earlier editions of this text do not contain the same readings). The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



Food and Culture: A Reader

Authors: C. Counihan, P. Van Esterik, A. Julier

Edition: 4th

Year: 2019

Publisher: Routledge (Taylor & Francis Group)

ISBN: 9781138930582

Available in paperback and eTextbook formats

How should I plan my mixed-mode course time?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab). WebCourses is used as a medium for viewing lectures, turning in assignments and a forum for communicating with your professor, graduate teaching assistants (GTAs) and peers in the course. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in class activities and discussions**. You should also plan on setting aside at least **three hours each week to complete your assigned reading, listen or view assigned media content, review materials, and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. All due dates for assignments, quizzes and exams are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Mondays from 1:30-3:30pm EST**. If you are on UCF's Main Campus, you can also visit my **open face-to-face office hours in Howard Philips Hall 309F during those same hours**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in

WebCourses or if you haven't worked in WebCourses for a term or two, I highly recommend reviewing the current tutorial links provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

Is the course accessible for students with disabilities?

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

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

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

- submit a Required Academic Activity quiz to initiate participation in the course;
- attend class and participate in discussion on Thursdays from 3:00-4:15pm EST
- review online learning module materials, including lectures, assigned media content and readings;
- use the provided handouts and study guides;
- participate in 6 In-Class Activities;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 3 Response Papers (short essay or review format);
- submit 3 online exams.

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

All graded work is due on an assigned schedule. A missed or late quiz, assignment or exam will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which

includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required 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: Dig In!](#) quiz in the COURSE INTRO: Things You Should Know by **11:59pm EST on AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required Activity (1) & Quizzes (12)	130	20%
In-Class Activities (6)	60	15%
Response Papers (3)	60	25%
Exams (3)	300	40%
Total Possible	550	100%

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes located in the learning modules. WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **In-Class Activities:** These short in-class activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. **You are required to participate in and submit all 6 In-Class Activity assignments** described in the learning modules.
- **Response Papers:** These assignments are designed around your critical evaluation of food research, food experiences, and food access and how these topics relate to materials covered in the course and peer-reviewed scholarly journal articles. **You are required to submit all 3 Response Paper assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, examples, and historical and current understandings in nutritional anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to write and submit all 3 exams online.**

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

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

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

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

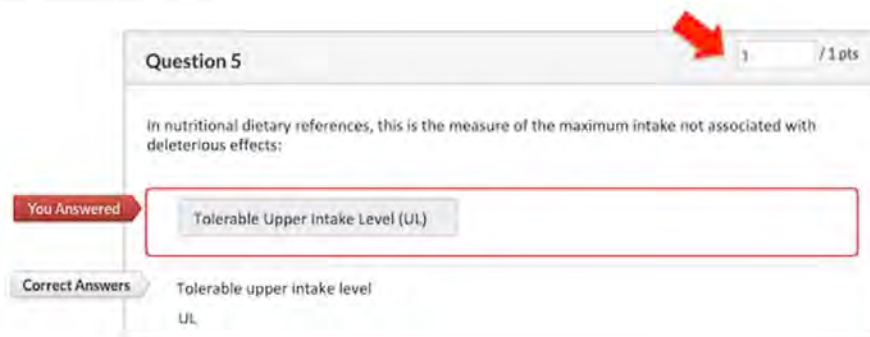
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz and activity grades will be available within three-to-five days after the final due date. For most response paper assignments and exams, grades will be available within seven-to-ten days after the final due date. When an assignment, quiz or exam score is posted, you will receive an announcement that grades have been posted (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs 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 posted**.

WebCourses 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 GTAs 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 correct.**

If point corrections are applied by the GTAs during grading, the question will still show a 'red' flag indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



The screenshot shows a question interface for 'Question 5'. In the top right corner, there is a red flag icon and a box indicating '1 / 1 pts'. The question text is: 'In nutritional dietary references, this is the measure of the maximum intake not associated with deleterious effects:'. Below the question, there is a text input field containing the answer 'Tolerable Upper Intake Level (UL)'. To the left of the input field, there is a red button labeled 'You Answered'. Below the input field, there is a section labeled 'Correct Answers' which shows the correct answer as 'Tolerable upper intake level' and 'UL'.

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

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


Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without an approved and valid, verifiable excuse.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- If you are **representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military or National Guard** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are an **active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an exam due date**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

What academic resources are available to me?

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

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

How is respect for diversity maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online and in-class discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](#), students are prohibited from engaging in:

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

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or **'Z' grade** for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

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

- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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

Why should I use WebCourses Inbox messaging?

Our **official mode of communication is the secure WebCourses Inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me and/or the GTAs. 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 GTAs, 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 instructor, between student and GTAs, 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 GTAs and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

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

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

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

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

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

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

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

Can I use external study groups and course websites?

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

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the GTAs to join in!


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

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact your professor or GTAs for assistance.

What do I do if there is a campus emergency?

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

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate](#) and access a first-aid kit or AED (Automated External Defibrillator).

















- To **stay informed about emergency situations**, students can [sign up](#) through "Student Self Service/Personal Information" to receive UCF text alerts.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an **active-shooter situation** on campus or elsewhere, consider viewing this [UCF video](#) .












What is my course 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 and described each learning module.

Date	Details	
Fri Aug 30, 2019	 REQUIRED ACTIVITY: Dig In!	due by 11:59pm
Sun Sep 1, 2019	 QUIZ 1: A New Taste	due by 11:59pm
Thu Sep 5, 2019	 CLASS ACTIVITY 1: Are You Gonna Eat That?	due by 4:30pm
Sun Sep 8, 2019	 QUIZ 2: Edible or Not	due by 11:59pm
Sun Sep 15, 2019	 QUIZ 3: Good Stomach	due by 11:59pm
Sun Sep 22, 2019	 QUIZ 4: Forage to Farm	due by 11:59pm
	 RESPONSE PAPER 1: Journal / Article Review	due by 11:59pm
Thu Sep 26, 2019	 CLASS ACTIVITY 2: Paleo Prep Kitchen	due by 4:30pm
Sun Sep 29, 2019	 QUIZ 5: Adapt Foods and People	due by 11:59pm
Mon Sep 30, 2019	 EXAM 1	due by 11:59pm
Sun Oct 6, 2019	 QUIZ 6: Commensal Feast	due by 11:59pm
Thu Oct 10, 2019	 CLASS ACTIVITY 3: Fusion and Fission Foods	due by 4:30pm
Sun Oct 13, 2019	 QUIZ 7: Define Cuisine	due by 11:59pm
	 RESPONSE PAPER 2: Commensal Experience	due by 11:59pm
Thu Oct 17, 2019	 CLASS ACTIVITY 4: Food Porn & Cuisine Art	due by 4:30pm
Sun Oct 20, 2019	 QUIZ 8: Commercial Gastronomy	due by 11:59pm

Sun Oct 27, 2019	 QUIZ 9: Industry and Brand	due by 11:59pm
Mon Oct 28, 2019	 EXAM 2	due by 11:59pm
Thu Oct 31, 2019	 CLASS ACTIVITY 5: Whack-A-Lobbyist	due by 4:30pm
Sun Nov 3, 2019	 QUIZ 10: Food Policy	due by 11:59pm
Sun Nov 10, 2019	 QUIZ 11: Scarcity and Surplus	due by 11:59pm
Thu Nov 14, 2019	 CLASS ACTIVITY 6: Fads, Facts and Frauds	due by 4:30pm
Sun Nov 17, 2019	 QUIZ 12: Big Food Pharma	due by 11:59pm
	 RESPONSE PAPER 3: Food (In)Security	due by 11:59pm
Sun Nov 24, 2019	 QUIZ 13: Global/Local Value	due by 11:59pm
Mon Dec 2, 2019	 QUIZ 14: Future Foods	due by 11:59pm
Sun Dec 8, 2019	 EXAM 3	due by 11:59pm

Welcome to:

Global Health in Anthropological Perspective

ANT 4480 M - Fall 2019



Mondays & Wednesdays: 1:30 – 2:20 pm,
& Online Component: to be completed between Thur. and Sun. (unless stated otherwise)
Location: Business Administration Building #1 (BA1), in room 121

Professor: Joanna Mishtal, Ph.D.

Associate Professor of Cultural & Medical Anthropology

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

Office Hours: Mon & Wed, 2:30 – 3:30 pm & by appointment, Howard Phillips Hall 409Q

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

Graduate Teaching Assistant: Rachael Root, MA, PhD Student

Office Hours: Mon. 3 - 5 pm, Wednesday & Thursday by appointment, Howard Phillips Hall 409Q

E-mail: rachael.root@ucf.edu

Course Description:

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

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

→ **Credit:** This class counts toward these programs and requirements (or prereq):

Global Health Certificate (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6390)

Medical Anthropology Minor (http://ucf.catalog.acalog.com/preview_program.php?catoid=14&poid=6587)

Global Health Internship – Mare Brignol, Haiti

(<https://sciences.ucf.edu/anthropology/global-health-internship/>)

Diversity GEP Credit

Learning Outcomes:

Upon completion of the course, the students will understand:

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

Course Materials (required):

1. Book:

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

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

2. Articles (provided):

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

To access Canvas (Webcourses): log into webcourses2c@instructure.com, then go to Courses, then select our class. For help with Canvas: www.ucf.edu/services/s/webcourses-ucf-support/

3. Films (provided):

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

Expectations:

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

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

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

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

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

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of

classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

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

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

Examinations and Grading Policy:

My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here are the exams and assignments.

Descriptions of Exams, Quizzes, and Online Work:

1. Examination #1 (25 points)

The exam consists of 25 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2. Examination #2 (25 points)

The second exam will consist of 25 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3. 5 out of 6 Quizzes (25 points; 5 points each)

Six quizzes will be given for 5 points each, and 1 lowest scores will be dropped. The quizzes are based on assigned readings for that day and consist of 1 or 2 questions (narrative, fill in the blank, multiple choice, or some combination of these) assessing if the student read and understood the assigned material. They take approx. 5-10 minutes at the start of the class. There are no make-ups for the quizzes because one score is dropped. The dropping of the lowest score is designed to help students in such situations as when the student happens to get sick, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4. Online Component – Research Paper (25 points)

Students in this class will have the opportunity to research and write a paper about a global health topic of their choosing. Students will analyze in their papers some of the aspects of health experiences we will discuss in class, including how health and wellbeing are experienced differently in different contexts and based on such lines of division as race, ethnicity, class, gender, sexual orientation, and so on. Students can write a comparative analysis or focus in-depth on one cultural and geopolitical context. Regardless of your topic choice, I hope these research papers will be fun for you! (**Note:** Due dates of paper sections are on Canvas & in schedule below.)

The papers will be 2800-3000 words in length, plus bibliography. Papers will be based on a *close reading* of minimum 3 research articles or research book chapters that go together. In-depth analysis of fewer references is better than superficial review of too many references! Online Assignments are designed as a step-by-step process to develop and write a great research paper. Topic: choose any topic relevant to global health. I will give you a list of topic ideas which will help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshops. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. These papers will be based on a focused data search in key global health journals, including: *Social Science & Medicine Culture, Health & Sexuality, Medical Anthropology Quarterly, Human Organization, Medical Anthropology, American*

- World Health Organization <http://www.who.int/>
- Society for Medical Anthropology <http://www.medanthro.net/about/about-medical-anthropology/>

Online Component:

→ Assignment Wk 1: Instructions on Canvas
(Become familiar with Canvas, and our course site. Make sure you can access articles.)

WEEK 2: *Week's Topics: Environment, Disease, and Culture - Complex Interactions*

Mon, 9/2: No Class – Labor Day

Wed, 9/4: Environmental events and health impact

Read for Wed:

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015. Pp: 125-155

Online Component:

→ Assignment Wk 2: Instructions on Canvas
(*Submit: preliminary paper topic ideas. **DUE 9/8/2019** by midnight)

WEEK 3: *Week's Topics: Water Security, Health, and Rights*

Mon, 9/9: Mental health & water in Bolivia

Read for Mon:

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.

→ Quiz 1



Wed, 9/11: Water security and insecurity

🎬 *Film screening/discussion*: “The Water of Ayole” 30 min, 1998

Read for Wed: None

Online Component:

→ Assignment Wk 3: Instructions on Canvas (proceed with search for articles)

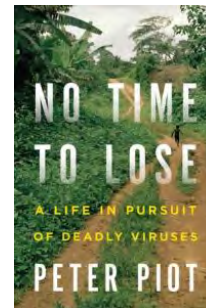
WEEK 4: *Week's Topics:* Superbugs - Emerging & Reemergent Infectious Diseases.

Mon, 9/16: Chasing viruses and the detective work of research

Read for Mon:

Book: *No Time to Lose* – Read pages ix - 41

→ Quiz 2



Wed, 9/18:

Read for Wed: Ebola

Book: *No Time to Lose* – Read pages 43-83

Online Component:

→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

WEEK 5: *Week's Topics:* Superbugs - Emerging & Reemergent Infectious Diseases, cont.

Mon, 9/23: Infection & sex

🎬 *Film screening/discussion about infectious diseases & epidemics*

Read for Mon:

Book: *No Time to Lose* – Read pages 87 - 132

Wed, 9/25: HIV/AIDS

Read for Wed:

Book: *No Time to Lose* – Read pages 133-165

→ Quiz 3

Online Component:

→ Assignment Wk 5: Instructions on Canvas

(***Submit**: list of proposed articles; wait for approval/feedback – **DUE 9/29/2019** by midnight)

WEEK 6: *Week's Topic:* Superbugs - Emerging & Reemergent Infectious Diseases, finish.

Mon, 9/30: An epidemic unfolds

Read for Mon:

Book: *No Time to Lose* – Read pages 166 - 189

Wed, 10/2: The politics of epidemics

Read for Wed:

Book: *No Time to Lose* – Read pages 335-376

(*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)

Online Component:

→ Assignment Wk 6: Instructions on Canvas
(read and annotate)

WEEK 7: Week's Topic: Newest Global Infections & Solutions

Mon, 10/7: Case Study: Zika

GUEST LECTURE: Deven Gray, MA, Ph.D. Student
University of South Florida - "Zika in Belize"

→ **Double attendance**



Wed, 10/9: Recent Ebola outbreaks

Read for Wed:

"Diary – Ebola" by Paul Farmer. London Review of Books.
Oct. 23, 2014. Pp. 1-9.



Online Component:

→ Assignment Wk 7: Instructions on Canvas

(***Submit**: annotated bibliography. **DUE 10/13/2019** by midnight)

WEEK 8: Exam #1 Week

Mon, 10/14: Review for Exam #1

Wed, 10/16: EXAM #1

Online Component:

→ Assignment Wk 8: Instructions on Canvas

(***Submit**: outline of your research paper – about 1-2 pp. **DUE 10/20/2019** by midnight)

WEEK 9: Week's Topic: Food – Consumption, Diabetes, & Global Health

Mon, 10/21: "Fun to Eat Foods" and Disease Production:
Diabetes and African American population

→ **Quiz 4**

Read for Mon:

"Manufacturing Disease: Unhealthy Products Become
Ubiquitous" by Nicholas Freudenberg. In: Lethal but Legal:
Corporations, Consumption, and Protecting Public Health.
2014. Pp. 3-36.



Wed, 10/23: Case Study: China

Read for Wed:

“Exporting Diabetes to Asia: The Impact of Western Style Fast Food” by A. Pan, V. Malik, F. Hu. *Circulation* 126(2):163-165.

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

Online Component:

→ Assignment Wk 9: Instructions on Canvas
(Proceed with writing)

WEEK 10: *Week’s Topic:* Global Pharmaceuticals, and Research Paper Workshop II

Mon, 10/28: Pharma business and science

Read for Mon:

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.



Wed, 10/30: [Research Paper Workshop II](#)

Read for Wed: None.

Online Component:

→ Assignment Wk 10: Instructions on Canvas
(Proceed with writing)

WEEK 11: *Week’s Topic:* Global Reproductive & Sexual Health Issues

Mon, 11/4: Fertility control and its challenges

Read for Mon: none



Wed, 11/6: Reproductive health as human rights

Read for Wed:

“Where Human Rights Begin” – Introduction by W. Chavkin and E. Chesler. 2005:1-34.

→ **Quiz 5**

Online Component:

→ Assignment Wk 11: Instructions on Canvas
(Proceed with writing)

WEEK 12: *Week's Topic:* Global Reproductive Health Issues (cont.)

Mon, 11/11: Veterans Day – NO CLASS

Wed, 11/13: *Film screening:* Global issues in reproductive and sexual health
Read for Wed: none

Online Component:

→ Assignment Wk 12: Instructions on Canvas (Proceed with writing)

WEEK 13: *Week's Topic:* Global Organ Trade: Health and Rights

Mon, 11/18: Organ Trafficking

Read for Mon:

→ Listen to the mp3 file: 7/2009. “Illegal Organ Trafficking.” (39 min) WNYC - The Brian Lehrer Show. [also on Canvas] Accessible via:

<https://www.wnyc.org/story/31245-illegal-organ-trafficking/>



Wed, 11/20: Organ Trafficking – the human cost, cont.

Read for Wed:

“Illegal Organ Trade: Global Justice and the Traffic in Human Organs.” Scheper-Hughes, Nancy. In: Gruessner, Rainer W.G.; Benedetti, Enrico, eds. *Living Donor Organ Transplantation*. New York: McGraw-Hill Medical, 2008: 106-121

→ **Quiz 6**

Online Component:

→ Assignment Wk 13: Instructions on Canvas
(Proceed with writing)

WEEK 14: *Week's Topic:* Global Organ Trade: Health and Rights

Mon, 11/25: [Research Paper Workshop III](#)

Read for Mon: None

Wed, 11/27: “Thanksgiving Wednesday” – UCF Classes not held

Read for Wed: None

But please continue to advance your research paper.

Online Component:

→ Assignment Wk 14: Instructions on Canvas
(Proceed with writing and final editing)

WEEK 15: Exam #2 week.

Mon, 12/2: Review for Exam #2

Wed, 12/4: EXAM #2

Online Component:

→ Assignment Wk 15: Instructions on Canvas

(Finish editing. Try to bring your papers to the UCF Writing Center for review)

WEEK 16: FINAL RESEARCH PAPERS

→ **FINAL RESEARCH PAPERS DUE: Sunday, Dec. 8th, 2019 by midnight** via Canvas (can submit early)

~~~~~ *End of Class Schedule* ~~~~~

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## UCF Core Syllabus Statements:

**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 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 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:** UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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 individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

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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 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, please view this video <https://youtu.be/NIKYajEx4pk>

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

**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. See the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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~~~~~ Have a great winter break! ~~~~~

# ANTHROPOLOGY OF DRUGS AND ADDICTION



ANT 4481

Section 0001

Fall 2019

Tuesday and Thursday: 12:00 pm – 1:15 pm

NSC 110

3 Credit Hours

Instructor: Dr. Shana Harris  
Department of Anthropology  
Howard Phillips Hall 409N  
shana.harris@ucf.edu  
407-823-4963

Office Hours: Tues & Thurs: 2:30 – 4:30

Graduate Teaching Assistant: Suzanne Draper  
Department of Anthropology  
Howard Phillips Hall 309  
suzanne.draper@ucf.edu  
407-823-2227

Office Hours: Wed: 2:00 – 4:00

## Course Description

Drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as both a facilitator and a subject of informal interactions and conversations. Drugs are, undoubtedly, an important part of our collective and daily lives.

Anthropologists have long studied drugs, focusing heavily on the phenomena of drug use and addiction. This course explores this scholarship to trace how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. By engaging with texts from the mid-twentieth century to the present, this course examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” and “addiction.” This will allow us to not only draw on a diverse array of anthropological readings and themes, but also investigate how legal and illegal substances are culturally consumed, abused, enjoyed, regulated, celebrated, and vilified.

### Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

## Prerequisites

Sophomore standing or Consent of Instructor

## Student Learning Objectives

This course has three objectives: 1) to provide you with an overview of the rich anthropological scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

## Course Requirements

### **Reading and Participation**

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

### **Attendance Policy**

You are expected to attend all classes, and attendance will be recorded. If you leave class early without letting Dr. Harris or the GTA know the reason before the class, you will be marked absent for the entire class. Additionally, phone use during class will be noted in the grade roster, which will be used as a negative when calculating your final grade.

### **Midterm Exam (50 points)**

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover topics from all texts, videos, and lectures from the first half of the semester. There will be **NO** make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would affect your ability to take the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### **Final Exam (80 points)**

The cumulative final exam will consist of multiple choice, true/false, and/or short answer questions. It will cover topics from all texts, videos, and lectures from the course, with an emphasis on the last half of the course material. There will be **NO** make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would affect your ability to take the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

### **Quizzes (5 points each, 70 points total)**

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for

that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer. Quizzes will be administered at the beginning of class. If you arrive after the 5-minute mark after class begins, you will not be allowed to take the quiz. There will be **NO** make-ups for missed quizzes because your two lowest scores will be dropped.

## Grading Structure

|               |            |
|---------------|------------|
| Midterm exam  | 50 points  |
| Final exam    | 80 points  |
| Quizzes       | 70 points  |
| <u>Total:</u> | 200 points |

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

## Grading Scale

| Grade        | A       | A-      | B+      | B       | B-      | C+      | C       | C-      | D+      | D       | D-      | F     |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Total Points | 200-187 | 186-179 | 178-173 | 172-167 | 166-159 | 158-153 | 152-147 | 146-139 | 138-133 | 132-127 | 126-119 | 118-0 |

## Course Policies

### Computer Policy

Research has shown that taking notes on a computer is less effective than taking notes with pen and paper. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, please bring hard copies of the readings for use during class discussion. You can print 50 double-sided pages (100 sides, black & white) per week for **free** at different locations (<https://studentunion.ucf.edu/spaces/lab>). If you are an Honors College student, you should check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

### Respectful Behavior

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

### Knights Email and Webcourses Communication

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



## Academic Integrity

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

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- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

## Responses to Academic Misconduct

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

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

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- Students with special needs related to emergency situations should speak with Dr. Harris outside of class.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

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## Religious Observance

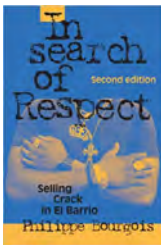
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

## Academic Activity Record

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

## Required Texts

The required book for this course is:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.

The required book is available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses website for this course. All assigned articles are listed in the class schedule below, which specifies when you are expected to read them. Please download articles to your computers and/or print them so you can make notes on them and have them available for review later in the semester. To access Webcourses: login on webcourses.ucf.edu website, then go to Courses, and then select our class ANT4481-19Fall 0001. For technical support with Webcourses, call 407-823-0407.

## Course Schedule

### **Week 1**

#### **Tuesday, August 27**

- TOPIC: Course Overview / Syllabus

#### **Thursday, August 29**

- TOPIC: Defining “Drugs”
- READING: Sherratt, Andrew. 1995. “Peculiar Substances.” In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

## Week 2

### Tuesday, September 3

- TOPIC: Traditional Use
- IN-CLASS FILM: Ancient Drugs

### Thursday, September 5

- TOPIC: Traditional Use – Coca
- IN-CLASS FILM: Mama Coca: The Sacred Leaf

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## Week 3

### Tuesday, September 10

- TOPIC: Traditional Use – Coca
- READING: Allen, Catherine J. 1988. “To Be Quechua: The Symbolism of Coca Chewing in Highland Peru.” *American Ethnologist* 8:157-171.

Quiz #1

### Thursday, September 12

- TOPIC: Defining “Addiction”
- READINGS: Singer, Merrill. 2012. “Anthropology and Addiction: An Historical Review.” *Addiction* 107:1747-1755.

“What is Addiction?” 2014. New York Times, 10 February.

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## Week 4

### Tuesday, September 17

- TOPIC: Legal Drugs – Alcohol
- READING: Glasser, Irene. 2012. “The Many Faces of Alcohol Use” from *Anthropology of Addictions and Recovery*, 17-33. Long Grove: Waveland Press.

**Thursday, September 19**

Quiz #2

- TOPIC: Legal Drugs – Alcohol
  - READING: Spicer, Paul. 1997. "Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol." *Medical Anthropology Quarterly* 11:306-323.
- 

**Week 5**

**Tuesday, September 24**

- TOPIC: Legal Drugs – Tobacco
- READING: Glasser, Irene. 2012. "Tobacco and Its Global Reach" from *Anthropology of Addictions and Recovery*, 35-50. Long Grove: Waveland Press.

**Thursday, September 26**

Quiz #3

- TOPIC: Legal Drugs – Tobacco
  - READING: Roy, Anupom. 2011. "Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh." *Ethnography* 13: 162-188.
- 

**Week 6**

**Tuesday, October 1**

Quiz #4

- TOPIC: Race and Drugs
- READING: Mendoza, Sonia, Alexandra E. Hatcher, and Helena Hansen. 2019. "Race, Stigma, and Addiction." In *The Stigma of Addiction*, edited by Jonathan D. Avery and Joseph J. Avery, 131-152. Cham: Springer International Publishing.

**Thursday, October 3**

Quiz #5

- TOPIC: Race and Drugs
- READING: Mohamed, A. Rafik, and Erik D. Fritsvold. 2011. "Under the Cover of Privilege: College Drug Dealing in the United States." In *Children of the Drug War: Perspectives on the Impact of Drug Policies on Young People*, edited by Damon Barrett, 91-103. New York: International Debate Education Association.



## Week 7

**Tuesday, October 8**

- TOPIC: Midterm review

**Thursday, October 10**

Midterm Exam

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## Week 8

**Tuesday, October 15**

- TOPIC: Street Drugs
- READING: Waterston, Alisse. 1993. "Toward a Political Economy of Drugs" from *Street Addicts in the Political Economy*, 1-37. Philadelphia: Temple University Press.

Quiz #6

**Thursday, October 17**

- TOPIC: Street Drugs – NYC
  - READING: Bourgois, Introduction – Chapter 1
- 

Quiz #7

## Week 9

**Tuesday, October 22**

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 2 – 3

Quiz #8

**Thursday, October 24**

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 4 – 5

Quiz #9

## Week 10

**Tuesday, October 29**

Quiz #10

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 6 – 7

**Thursday, October 31**

Quiz #11

- TOPIC: Street Drugs – NYC
  - READING: Bourgois, Chapter 8 – 9
- 

## Week 11

**Tuesday, November 5**

Quiz #12

- TOPIC: Opioids
- READING: Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. “Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic.” *Medical Anthropology Quarterly* 33:242-262.

**Thursday, November 7**

Quiz #13

- TOPIC: Harm Reduction – Overdose
  - READING: Fraser, Suzanne, Adrian Farrugia, and Robyn Dwyer. 2018. “Grievable Lives? Death by Overdose in Australian Newspaper Coverage.” *International Journal of Drug Policy* 59:28-35.
- 

## Week 12

**Tuesday, November 12**

Quiz #14

- TOPIC: Harm Reduction – HIV/AIDS
- READING: Szott, Kelly. 2018. “Heroin is the Devil’: Addiction, Religion, and Needle Exchange in the Rural United States.” *Critical Public Health*.

**Thursday, November 14**

Quiz #15

- TOPIC: Drug or Medicine? – Psychedelics
  - READING: Dobkin de Rios, Marlene. 1984. "Urban Amazonian Mestizos of Peru" from *Hallucinogens: Cross-Cultural Perspectives*, 173-189. Albuquerque: University of New Mexico Press.
- 

## **Week 13**

**Tuesday, November 19**

- TOPIC: Drug or Medicine? – Psychedelics
- READING: Rodger, James. 2011. "The Visionary Cure of the Addiction War? Ibogaine: Social Context, Subcultural Identity, and Implications for Drug Policy." *Drugs and Alcohol Today* 11:77-89.

**Thursday, November 21**

- TOPIC: Drug or Medicine? – Marijuana
  - IN-CLASS FILM: Reefer Madness
- 

## **Week 14**

**Tuesday, November 26**

Quiz #16

- TOPIC: Drug or Medicine? – Marijuana
- READING: Chapkis, Wendy. 2007. "Cannabis, Consciousness, and Healing." *Contemporary Justice Review* 10:443-460.

**Thursday, November 28**

NO CLASS (THANKSGIVING)

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## **Week 15**

**Tuesday, December 3**

- TOPIC: Final exam review

**Thursday, December 5**

Final Exam  
10:00am - 12:50pm



# Forensic Anthropology

ANT 4521 (0001) • 3 credit hours

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

## **ANT4521 (0001) Forensic Anthropology**

Fall/2019 • 3.0 Credit Hours • T/TH 12:00-1:15pm, HPA 112

### **Professor Contact**

Professor: [Dr. Sandra Wheeler](#)

Office: Howard Phillips Hall, 309 (UCF Main Campus)

Office Hours: Tuesdays and Thursdays 1:30-2:30pm and by appointment

Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Webcourses Inbox

### **Graduate Teaching Assistant (GTA) Contact**

GTA: Megann Phillips and Lee Johns

Office Hours: TBA in Chat (for online office hours)

Contact: Webcourses Inbox or Discussion Board

### **University Catalogue Description**

The study of human skeletal remains in relation to a legal context. PR: One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

### **Course Description**

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

We will explore these various topics through lectures, assigned readings, class discussions and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced in class or on Webcourses.

### **Learning Outcomes**

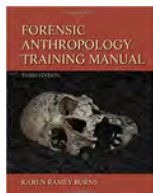
By the end of this course you will:

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.



## Required Texts

There are **NO REQUIRED TEXTS** for this course. I will provide you required readings electronically on Webcourses. Woo! However, if you are interested in this subject, I recommend the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.



### **Forensic Anthropology Training Manual**

Author: Karen Ramey Burns

Publisher: Routledge

Year: 2013

ISBN: 978- 0205022595 (paperback)

## Recommended Resources

### Professional Organizations

American Association of Forensic Science: <https://www.aafs.org/>

American Board of Forensic Anthropology: <http://theabfa.org/>

Defense POW/MIA Accounting Agency (DPAA): <https://www.dpaa.mil/>

Orange County Medical Examiner's Office:

[https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx -.XR0luHt7nUI](https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx-.XR0luHt7nUI)

Indiana State Coroners Training Board: <https://www.in.gov/ctb/>

Florida UnIdentified Decedents DataBase (FLUIDDB): <http://fluiddb.com/>

### Forensic Anthropology Research Facilities

Applied Anatomical Research Center (AARC)-Sam Houston State University:

<https://www.shsu.edu/centers/aarc/>

Forensic Anthropology Center (FAC)-University of Tennessee: <https://fac.utk.edu/>

Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:

<https://www.txstate.edu/anthropology/facts/labs/farf.html>

Forensic Investigation Research Station (FIRS)-Colorado Mesa University:

<https://www.coloradomesa.edu/forensic-investigation-research-station/index.html>

Forensic Osteology Research Center (FOREST)-Western Carolina University:

<https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx>

Forensic Research Outdoor Station (FROST)-Northern Michigan University: <https://www.nmu.edu/frost/home>

The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:

<https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors>

University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): <http://forensics.usf.edu/>

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

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

### Important Things

This course is a requirement for some Criminal Justice certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

## Student Evaluation

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

| Assignment           | Percent | Description                                                                                                        |
|----------------------|---------|--------------------------------------------------------------------------------------------------------------------|
| Case Study Responses | 20%     | Complete 4 of 6 posted responses to case studies in forensic anthropology                                          |
| Investigate This!    | 10%     | Complete 4 of 6 written exercises investigating various topics in forensic anthropology                            |
| Quizzes              | 10%     | Complete 2 <b>in class</b> quizzes; you will not be able to make up these quizzes if you miss class                |
| Exams                | 60%     | Complete 3 <b>in class</b> exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions |

**Attendance:** Be here. Attendance is not taken in class, HOWEVER it is essential to doing well in this course (well, in any course, really). An overwhelming majority of the course material you will see on your exams is introduced and discussed in class, so come to class! Also, you will have some in-class activities to complete!

**Case Study Responses:** I will post a number of articles for you to read and provide you with questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

**Investigate This!:** Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

**Quizzes:** There will be 2 **in class quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions. There are no make ups for these quizzes so make sure you are in class on those days (also see section on make-up work)!

**Exams:** There are **3** exams in this course. **All exams will be taken in class**. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented in class and online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled by the Registrar's Office for THURSDAY, DEC 5 from 10am-12:50pm.**

### What About Make-Up Work?

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.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** <https://scs.sdes.ucf.edu/services/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

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

### Course Requirements

This course begins on **MONDAY AUG 26, 2019** and ends on **WEDNESDAY DEC 4, 2019**. The **Final Exam (Exam 3)** is scheduled during Final's Week on **THURSDAY DEC 5 from 10:00am to 12:50pm, 2019**. Over the course of this semester, you will be expected to:

- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all assignments and exams by their due dates
- Attend class regularly

Please note the due dates carefully. **I do not accept late assignments** unless there is a valid excuse (see section on make-up work). 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.

### Important Information

**Important Things:** First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

This course is supplemented with materials posted on Webcourses, so it is important to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

**Getting Started Information:** We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE [GETTING STARTED QUIZ BY FRIDAY AUGUST 30](#)**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

### Academic Responsibility and Integrity

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

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](#)".

**Academic Integrity:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for more information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

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

### **Campus Safety**

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

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

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

### **Student Accessibility Services**

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.

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

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

### **Religious Observances**

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

### **Copyright**

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

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

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

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



## Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for quizzes, assignments and exams can be found in the table below.

| Module                                         | Topic and Readings                                                                                                                                                                                                               | Due Dates                                                                                                           |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Module 1                                       | <b>Introduction to Forensic Anthropology</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> </ul>                                                                                            | <b>Getting Started Quiz 1 due AUG 30</b><br><b>Investigate This 1! AAFS SEP 8</b><br><b>Case Study 1 due SEP 15</b> |
| Module 2                                       | <b>Osteology and Terminology</b><br>Read: <ul style="list-style-type: none"> <li>Review chapters 2-11 in optional text</li> <li>Use class notes</li> </ul>                                                                       | <b>Quiz 1 due SEP 12</b>                                                                                            |
| Module 3                                       | <b>Non-Forensic Skeletal Remains</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review chapters 12, 16 in optional text</li> </ul>                                                   | <b>Investigate This 2! SEP 22</b><br><b>Case Study 2 due SEP 29</b>                                                 |
| Module 4                                       | <b>Organizations &amp; Death Investigation Systems</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review chapter relevant pages in 14 in optional text</li> </ul>                    |                                                                                                                     |
| <b>Exam 1 taken in class on TUESDAY SEP 24</b> |                                                                                                                                                                                                                                  |                                                                                                                     |
| Module 5                                       | <b>Initial Examination &amp; Forensic Anthropology Reports</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review relevant pages in chapters 3, 8, 13, 14 in optional text</li> </ul> | <b>Investigate This 3! OCT 6</b><br><b>Case Study 3 due OCT 13</b>                                                  |
| Module 6                                       | <b>Developing a Biological Profile</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review relevant pages in chapters 3, 8, 13, 14 in optional text</li> </ul>                         | <b>Quiz 2 due OCT 17</b>                                                                                            |
| Module 7                                       | <b>Trauma</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review relevant pages in chapter 13 in optional text</li> </ul>                                                             | <b>Investigate This 4! OCT 20</b><br><b>Case Study 4 due OCT 27</b>                                                 |
| <b>Exam 2 taken in class on TUESDAY OCT 29</b> |                                                                                                                                                                                                                                  |                                                                                                                     |
| Module 8                                       | <b>Personal Identification</b><br>Read: <ul style="list-style-type: none"> <li>Posted articles in Webcourses</li> <li>Review relevant pages in chapter 13 in optional text</li> </ul>                                            | <b>Investigate This 5! NOV 3</b><br><b>Case Study 5 due NOV 10</b>                                                  |

|                                                             |                                                                                                                                    |                                                                     |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Module 9</b>                                             | <b>Forensic Taphonomy</b><br>Read: <ul style="list-style-type: none"> <li>• Posted articles in Webcourses</li> </ul>               |                                                                     |
| <b>Module 10</b>                                            | <b>Cremations &amp; Memorialization</b><br>Read: <ul style="list-style-type: none"> <li>• Posted articles in Webcourses</li> </ul> | <b>Investigate This 6! NOV 24</b><br><b>Case Study 6 due NOV 24</b> |
| <b>Exam 3 taken in class on THURSDAY DEC 5 10am-12:50pm</b> |                                                                                                                                    |                                                                     |

\*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus in class and on Webcourses.

## Syllabus & Course Outline



### ANT4525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

#### COURSE SYLLABUS

|               |                                                      |                      |                                                                                 |
|---------------|------------------------------------------------------|----------------------|---------------------------------------------------------------------------------|
| Instructor:   | <i>John J. Schultz, Ph.D.</i>                        | Term:                | <i>Fall 2019</i>                                                                |
| Office:       | <i>Phillips Hall 409T</i>                            | Credit Hours:        | <i>4</i>                                                                        |
| Phone:        | <i>407-823-1180</i>                                  | Class Meeting Days:  | <i>Tuesday and Thursday</i>                                                     |
| E-Mail:       | <i>john.schultz@ucf.edu</i>                          | Class Meeting Hours: | <i>1:30-2:45pm (Tuesday and Thursday Lecture)<br/>3:00-4:50PM (Tuesday lab)</i> |
| Website:      | <i>Canvas</i>                                        | Class Location:      | <i>MSB 149</i>                                                                  |
| Office Hours: | <i>Thursday: 11:00am to 1:00pm or by appointment</i> | TA:                  | <i>Stephanie Fuehr</i>                                                          |

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

#### University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

#### Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

#### Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains

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- Students will be able to discuss the limitations of sexing and aging techniques
- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

## Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

## Course Materials and Resources

### **Required Text (available at the bookstore)**

**Osteology, Third Edition** Bone Manual (2011) by Tim White  
Publisher: Academic Press, ISBN: 9780123741349

### **Recommended Text (available at the bookstore)**

**Atlas of Human Anatomy**, 7<sup>th</sup> edition, by Frank Netter  
Publisher: Saunders, ISBN: 9780323393225

### **Course Handouts**

Supplemental course handouts for class and lab will be posted on Webcourses

## Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses.

## **Your final grade will be based out of a total of 600 possible points.**

### Academic Activity Posting – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

- 1) What is your major?
- 2) Why did you enroll in this class?
- 3) What do you expect to achieve by completing this class?

**All postings must be completed by Friday August 30 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 30, 11:59pm.**

### Quizzes (2 quizzes at 20 points each for a total of 40 points)

The first quiz will cover anatomical terminology and skeletal biology and the second quiz will cover the skull and dentition.

**Exams (3 exams at 120 points each for a total of 360 points)**

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

**Poster Presentation: Poster Topic & Outline (15 points)**

In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic **MUST** pertain to Human Osteology and must be pre-approved by Dr. Schultz. Do not wait until the last minute to discuss your topic with Dr. Schultz. You must submit a one or two paragraph description of your approved paper topic by **September 10** that is worth a total of 5 points. Your poster topic outline is due on **October 3** and is worth a total of 10 points. Your outline must include your chosen topic (a working title), the main idea of what you expect to present in your poster (a breakdown of the sections), and a list of at **least 7 references** (should be about 2 pages long, maximum 3 pages). No internet references are permitted. This means that you have complete some research before this outline is due. You should start early!

**Poster peer-review, Final Poster & Presentation (65 points)**

You will be required to upload a draft of your poster to Webcourses by **November 5**. Each student is then required to peer-review two assigned poster drafts by **November 14**. Final posters will then be submitted by **November 26** and presented **November 26**. Students will present their posters to the class during the last two weeks of the course. A list of student presentation times will be posted online once student topics have been decided. Students will be given 10 minutes to present their topic. Instructions on how to construct your poster, and perform the peer review, will be discussed in class and will also be posted on Webcourses.

**Final Exam (119 points)**

The final exam will occur on **Thursday, December 10 from 1:00 to 3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

**Grade Scale**

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

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



## ***ANT4525c: Human Osteology***

### Make-up Exams and Assignments

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

### Grades of "Incomplete"

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

### Final Grades

Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

## **Course Policies and Expectations**

### Email

I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

### Webcourses

You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

### Laptop Usage

Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

### Tape Recorders

I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

### Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

### Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

### Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

### University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407) 823-2197.

### Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

### **Important UCF Dates to Remember**

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

### **Course Schedule**

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE    | LECTURE TOPIC                                                                             | LAB TOPIC                      | READINGS             |
|------|-----|---------|-------------------------------------------------------------------------------------------|--------------------------------|----------------------|
| 1    | Tu  | Aug. 27 | Introduction; Basic Bone Biology & Anatomical Terminology<br><b>Discuss Poster Topics</b> |                                | Chp. 2               |
|      |     |         |                                                                                           | Introduction to the lab        |                      |
|      | Th  | Aug. 29 | Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game)           |                                | Chps. 2 & 3; handout |
| 2    | Tu  | Sept. 3 | Hyoid & Vertebral Column                                                                  |                                | Chp. 6               |
|      |     |         |                                                                                           | Bone Biology, Hyoid & Vertebra |                      |
|      | Th  | Sept. 5 | Sternum & Ribs                                                                            |                                | Chp. 7               |

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|    |    |          |                                                                |                                                           |                    |
|----|----|----------|----------------------------------------------------------------|-----------------------------------------------------------|--------------------|
| 3  | Tu | Sept. 10 | <b>POSTER TOPIC DUE</b><br>Skull –Calvarium and Mandible       |                                                           | Chp. 4             |
|    |    |          |                                                                | Skull                                                     |                    |
|    | Th | Sept. 12 | Skull -Splanchnocranium<br><b>Quiz 1</b>                       |                                                           | Chp. 4             |
| 4  | Tu | Sept. 17 | Skull Fragments                                                |                                                           | Chp. 4             |
|    |    |          |                                                                | Exam #1; Review Skull                                     |                    |
|    | Th | Sept. 19 | Study for Exam #1                                              |                                                           | Chp. 4;<br>handout |
| 5  | Tu | Sept. 24 | <b>Exam Practical Prep: No Class</b>                           |                                                           | Chp. 5;<br>handout |
|    |    |          |                                                                | <b>Exam #1</b>                                            |                    |
|    | Th | Sept. 26 | Dentition                                                      |                                                           | Chp. 5;<br>handout |
| 6  | Tu | Oct. 1   | Clavicle & scapula                                             |                                                           | Chp. 8             |
|    |    |          |                                                                | Dentition, Clavicle &<br>Scapula                          |                    |
|    | Th | Oct. 3   | The Arm<br><b>POSTER OUTLINE DUE</b>                           |                                                           | Chp. 9             |
| 7  | Tu | Oct. 8   | The Arm                                                        |                                                           | Chp. 9             |
|    |    |          |                                                                | Arm                                                       |                    |
|    | Th | Oct. 10  | Hand & wrist<br><b>Quiz 2</b>                                  |                                                           | Chp. 10            |
| 8  | Tu | Oct. 15  | Os Coxa and the Leg                                            |                                                           | Chps. 11 and<br>12 |
|    |    |          |                                                                | Exam # 2 Review; Hand,<br>Wrist and Os Coxa               |                    |
|    | Th | Oct. 17  | Study for Exam #2                                              |                                                           | Chp. 12            |
| 9  | Tu | Oct. 22  | <b>Exam Practical Prep: No Class</b>                           |                                                           |                    |
|    |    |          |                                                                | <b>Exam #2</b>                                            |                    |
|    | Th | Oct. 24  | Tarsals & foot bones                                           |                                                           | Chp. 13            |
| 10 | Tu | Oct. 29  | Lab activities                                                 |                                                           |                    |
|    |    |          |                                                                | Leg, Ankle & Foot                                         |                    |
|    | Th | Oct. 31  | Biological Profile: Sexing the<br>Skeleton                     |                                                           | Chp. 18            |
| 11 | Tu | Nov. 5   | Biological Profile: Aging Dentition                            |                                                           | Chp. 18            |
|    |    |          |                                                                | Biological Profile: Sexing<br>the Skeleton                |                    |
|    | Th | Nov. 7   | Skeletal Pathological Conditions                               |                                                           | Chp. 19            |
| 12 | Tu | Nov. 12  | Skeletal Pathological Conditions                               |                                                           | Chp. 19            |
|    |    |          |                                                                | Exam #3 Review;<br>Biological Profile: Aging<br>Dentition |                    |
|    | Th | Nov. 14  | Study for Exam #3<br><b>POSTER PEER REVIEW DUE</b>             |                                                           |                    |
| 13 | Tu | Nov. 19  | <b>Exam Practical Prep: No Class</b>                           |                                                           |                    |
|    |    |          |                                                                | <b>Exam #3</b>                                            |                    |
|    | Th | Nov. 21  | Growth and Development                                         |                                                           | Chp. 3;<br>handout |
| 14 | Tu | Nov. 26  | <b>FINAL POSTER UPLOAD DUE</b><br><b>Student Presentations</b> |                                                           |                    |
|    |    |          |                                                                | <b>Student Presentations;</b><br>Pathology                |                    |
|    | Th | Nov. 28  | <b>Thanksgiving: No Class</b>                                  |                                                           |                    |
| 15 | Tu | Dec. 3   | Final Exam Review                                              |                                                           |                    |
|    |    |          |                                                                | Final Exam Review                                         |                    |

|    |    |         |                               |  |  |
|----|----|---------|-------------------------------|--|--|
|    | Th | Dec. 5  | <b>Course wrap up</b>         |  |  |
| 16 | Th | Dec. 10 | <b>FINAL EXAM 1:00-3:50pm</b> |  |  |

## UCF Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

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

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

### Course Accessibility Statement

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

### Campus Safety Statement

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

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

### Deployed Active Duty Military Students

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

### Copyright

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

### Third-Party Software and FERPA

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

### **Human Osteology Lab Rules**



In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to "hide" broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.



**GOOD LUCK!!!!!!**

## Syllabus & Course Outline



### ANT4525C/ANG5525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

### *Revised Course Schedule: Addendum to Course Syllabus*

#### Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE     | LECTURE TOPIC                                                                                                                                                         | LAB TOPIC                                     | READINGS                 |
|------|-----|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------|
| 1    | Tu  | Aug. 27  | Introduction; Basic Bone Biology & Anatomical Terminology<br>Hyoid and Vertebral Column<br><b>Discuss Poster (undergrad) and Presentation and Paper (Grad) Topics</b> |                                               | Chp. 2 & 6               |
|      |     |          |                                                                                                                                                                       | Lectured                                      |                          |
|      | Th  | Aug. 29  | <b>Class cancelled Hurricane Dorian</b><br>Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game)                                            |                                               | Chps. 2 & 3; handout     |
| 2    | Tu  | Sept. 3  | <b>Class Cancelled Hurricane Doran</b>                                                                                                                                |                                               |                          |
|      |     |          |                                                                                                                                                                       | Bone Biology, Hyoid & Vertebra                |                          |
|      | Th  | Sept. 5  | <b>Class Cancelled Hurricane Dorian</b>                                                                                                                               |                                               | Chp. 7                   |
| 3    | Tu  | Sept. 10 | Finish Introduction; Basic Bone Biology & Anatomical Terminology; Sternum and ribs                                                                                    |                                               | Chp. 2 & 7               |
|      |     |          |                                                                                                                                                                       | Hyoid & Vertebrae; Bone Model; Sternum & Ribs |                          |
|      | Th  | Sept. 12 | <b>Rescheduled: POSTER TOPIC DUE</b> ; Skull –Calvarium and Mandible<br>Skull -Splanchnocranium                                                                       |                                               | Chp. 4                   |
| 4    | Tu  | Sept. 17 | <b>Rescheduled: Quiz 1</b>                                                                                                                                            |                                               | Chp. 4                   |
|      |     |          |                                                                                                                                                                       | Skull                                         |                          |
|      | Th  | Sept. 19 | Skull Fragments                                                                                                                                                       |                                               | Chp. 4;                  |
| 5    | Tu  | Sept. 24 | Dentition                                                                                                                                                             |                                               | Chp. 5; handout - online |
|      |     |          |                                                                                                                                                                       | Skull and Dentition                           |                          |
|      | Th  | Sept. 26 | Study for Exam #1                                                                                                                                                     |                                               |                          |
| 6    | Tu  | Oct. 1   | <b>Exam Practical Prep: No Class</b>                                                                                                                                  |                                               |                          |
|      |     |          |                                                                                                                                                                       | <b>Rescheduled: Exam #1</b>                   |                          |

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

# HUMAN ORIGINS ANT4586C-0M01 FALL 2019

ANTHROPOLOGY College of Science, University of Central Florida

## COURSE SYLLABUS



### Instructor Contact

Instructor Dr. J. Marla Toyne  
Office H. Phillips Hall 409R  
Office Hours Friday 1-3 pm  
Lab Hours Weds 4:00-6:00 or by appt.  
Phone 407 823 1927  
E-mail [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu)  
GTA Dylan Smith, use  
webcourses to email

### Course Information

Course Name Human Origins  
Lecture & Lab  
Course ID & Section ANT 4586C  
Credit Hours 3 Credit Hours  
Delivery Mixed Mode  
Semester/Year FALL 2019  
Location LEC – BA1 -122  
LAB – MSB 149

## COURSE DESCRIPTION

This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to the theory of evolution, its historical background and its modern articulation. We will explore the anatomical and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence of the modern human suite of anatomical and cultural characteristics.

Lecture, online, and lab are required components.

**Course Prerequisites:** ANT2511 or sophomore standing.

## LEARNING OBJECTIVES

With diligent effort, the student should be able to do the following at the completion of this course.

- Understand what paleoanthropology is and what makes it unique as a discipline.
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the keys events in human evolution and the biological and cultural significance of each.

- Understand the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

## STUDENT SUCCESS

This is my goal. This is a mixed-mode course with a lab. So this is an exciting opportunity to do a lot of things. This means there are **F2F meetings, online learning activities, and F2F lab exercises**. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class and lab are essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.

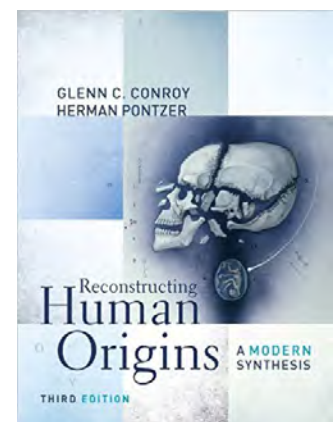
### Recommendations for Success:

- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
- 2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.
- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.
- 6) Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

## REQUIRED TEXTS

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3<sup>rd</sup> edition). W.W. Norton & Company, ISBN: 978-0393912890.

**3<sup>rd</sup> edition required. Older versions are very outdated.**





### Required Additional Readings:

Students will also be required to read a selection of [assigned articles](#) that will be posted electronically on the Webcourses. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

### Suggested/Recommended Readings:

Johanson D, Edgar B, Brill D. 2006 From Lucy to Language: Revised, Updated and Expanded. Simon and Schuster: New York.

## EVALUATION

Grades will be based on a student's scores in the following:

|                                       |                                            |
|---------------------------------------|--------------------------------------------|
| Quizzes (total):                      | 100 points ( <b>ONLINE</b> )               |
| Discussions (total):                  | 100 points ( <b>ONLINE</b> )               |
| Lab Assignments (20 points each X 10) | 200 points (see <a href="#">schedule</a> ) |
| Two midterms (each 50 points)         | 100 points ( <b>ONLINE</b> )               |
| Final Exam:                           | 100 points ( <b>FINAL Exam Period</b> )    |
| Attendance:                           | 50 points                                  |
| Total                                 | <b>650 points</b>                          |

### Grading Scale (%)

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A  | 100-95 | B- | 83-80 | D+ | 69-67 |
| A- | 94-90  | C+ | 79-77 | D  | 66-64 |
| B+ | 89-87  | C  | 76-74 | D- | 63-60 |
| B  | 86-84  | C- | 73-70 | F  | 59-0  |

### Grade Dissemination

Quizzes, assignments and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

**Exam Discussions:** Unfortunately, I will not be able to review exams in class, but will retain copies if you wish to review the exam assessment. Please make an appointment or during office hours, and I will be happy to go over the exam with you on an individual basis.

## LEARNING ASSESSMENT

Regular attendance and participation in class and labs is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge-base week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

## ASSIGNMENTS

**MiniQUIZZES online** are assigned, dated and timed. **SUNDAY NIGHT** before MONDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings.

**Weekly group DISCUSSIONS** will be assigned online (and a clear outline provided on Webcourses) and are to be submitted **online according to POST/REPLY due dates/times** through Webcourses; see [Schedule](#) for exact due dates. A topic, resource, or questions will be used to guide your group communication or an additional article or website provided to guide your interactions within your group. IF you do not POST (Wednesday), you cannot REPLY (Friday). No Late Posts or Replies will be accepted. Citations must follow the [AJPA reference formatting style](#), which is detailed on Webcourses ([Assignments Folder](#)). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and grammar errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released at least ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See [Course Protocols](#) for further formatting and Discussion Protocols.

These must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

**CLASS EXAMS:** There will be three non-cumulative exams. The two midterms will be in ONLINE, with a limited time period to complete, and each will be 50 points EACH towards your final grade. The final exam will be 100 points (Exam PERIOD in CLASS). The exams will be multiple choice questions, True/False statements, fill in the blank, short answer and short essay with questions coming from lectures, all readings, labs, and films. If you do not take the exam during the required time period, there are no make-ups. Know when your exams and plan accordingly.

**LAB WORK:** There are no make-up labs. Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed in at the END of the following week's meeting (**DUE WEDNESDAY IN LAB or very latest during MY office hours WEDNESDAY**). You must be on time AND PREPARED by READING THE HANDOUT before lab, as you will only have 70 minutes to complete the lab work. Even though there are two lab sections, you must attend your assigned section. Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations. Late lab assignments will be penalized 5 points from lab grade per day (after Wednesday), but not accepted after 5 days late (including weekends).

## COURSE PROCEDURES AND POLICIES

### Policies

#### Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – [J.marla.toyne@ucf.edu](mailto:J.marla.toyne@ucf.edu) . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

Also check Webcourses for common questions asked and their answers via the discussion boards.

#### Webcourses@UCF

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

#### Accessing On-line Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment by Friday at 5pm.

#### Grading and evaluation

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

You can access your scores at any time using the Grades section of Webcourses@UCF.

#### Attendance and Participation

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

Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and online pages) allows you to do this effectively.

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

#### Course Etiquette

- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.

- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

### **Deadlines and Make-ups**

There are **no make-ups for labs/in-class/online exams or quizzes or the final exam**. No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor's note). I must be notified as soon as possible about the absence or related emergency. Makeup exams must take place within 3 days of original time and will take a different format from the original.

University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. 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>>.

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>>.

An alternative assignment or make up exam may be offered.

### **Late Work Policy and Grades of 'Incomplete'**

Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### **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>>.

I also adhere to the highest standards of academic integrity. Please do not ask 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 access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations.

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.

### **Campus Safety Statement**

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

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

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

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

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

### **Discrimination**

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

### **University Writing Center**

This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

### **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 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 SCHEDULE AND ASSIGNMENTS**

### **Disclaimer**

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in Webcourses announcements with anticipation. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.



## COURSE SCHEDULE AND ASSIGNMENTS\*

\*Subject to change with notice.

| Module | In-Class Dates                   | Topic                                                        | Assignment                         | Reading        |
|--------|----------------------------------|--------------------------------------------------------------|------------------------------------|----------------|
| 1      | <b>Aug 26</b><br><b>Aug 28</b>   | Introduction to course<br>Introduction to lab                | <b>Q0;</b><br><b>D0</b>            |                |
| 2      | <b>No Class</b><br><b>Sept 4</b> | Humans as Primates (ONLINE lecture)<br>Morphology            | -<br><b>Q1</b><br><b>D1; LAB 1</b> | Chap 1         |
| 3      | <b>Sept 9</b><br><b>Sept 11</b>  | Plio-Pleistocene World<br>Archaeology and Fossil Chronology  | <b>Q2</b><br><b>D2; LAB 2</b>      | Chap 2/ Chap 3 |
| 4      | <b>Sept 16</b><br><b>Sept 18</b> | Species Concepts/Forces of Evolution                         | <b>Q3</b><br><b>D3; LAB 3</b>      | Chap 4         |
| 5      | <b>Sept 23</b><br><b>Sept 25</b> | Miocene Apes/Basal Hominids                                  | <b>Q4</b><br><b>D4; LAB 4</b>      | Chap 5         |
| 6      | <b>Sept 30</b><br><b>Oct 2</b>   | Bipedal beginnings<br>Review<br><b>MIDTERM EXAM- ONLINE</b>  |                                    |                |
| 7      | <b>Oct 7</b><br><b>Oct 9</b>     | Ardi and Australopithecines                                  | <b>Q5</b><br><b>D5; LAB 5</b>      | Chap 7 and 8   |
| 8      | <b>Oct 14</b><br><b>Oct 16</b>   | Australopithecine Complexity                                 | <b>Q6</b><br><b>D6; LAB 6</b>      | Chap 6         |
| 9      | <b>Oct 21</b><br><b>Oct 23</b>   | Early Homo genus                                             | <b>Q7</b><br><b>D7; LAB 7</b>      | Chap 9         |
| 10     | <b>Oct 28</b><br><b>Oct 30</b>   | Early Homo Culture<br>Review<br><b>MIDTERM EXAM - ONLINE</b> |                                    | Chap 10        |
| 11     | <b>Nov 4</b><br><b>Nov 6</b>     | Archaic Homo species                                         | <b>Q8</b><br><b>D8; LAB 8</b>      | Chap 11        |
| 12     | <b>No Class</b><br><b>Nov 13</b> | Neandertals                                                  | -<br><b>Q9</b><br><b>D9; LAB 9</b> | Chap 13        |
| 13     | <b>Nov 18</b><br><b>Nov 20</b>   | Anatomically Modern/ Origin Theories                         | <b>Q10</b><br><b>D10; Lab 10</b>   | Chap 12        |
| 14     | <b>Nov 25</b><br><b>Nov 27</b>   | Current Theories<br><b>No Class</b>                          |                                    | Chap 13        |
| 15     | <b>Dec 2</b><br><b>Dec 4</b>     | Modern/Neandertals – ONLINE<br>In Lab Review                 |                                    |                |
| 16     | <b>IN CLASS</b>                  | <b>FINAL EXAM- Dec 9<sup>th</sup>, 2019 – 9am</b>            |                                    |                |

**Dates to remember:** The FALL Academic calendar can be found online at:

<http://calendar.ucf.edu/2019/Fall>

Late registration, Add/Drop: **Aug26-30<sup>th</sup>, 2019**

Withdrawal deadline for this course: **Nov 1<sup>st</sup>, 2019**

# ANT 4591: Quantitative Methods in Biological Anthropology

## Course Information

**Course Name:** Quantitative Methods in Biological Anthropology (ANT 4591-0M01)

**Class Number:** 92179

**Course ID:** 046681

**Dates:** 8/26/19 – 12/11/19

**Course Type:** Mixed Mode / Reduced Seat Time (M)

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

**Credit Hours:** 3.0

**Semester/Year:** Fall 2019

**Location:** Business Admin 1 (BA1), Room 121

**Day/Time:** Monday/Wednesday 12:30-1:20 pm

## Professor Information

**Professor:** Kelly Heim, Ph.D.

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

**Office Phone:** (407)823-2124

**Office Hours:** MW, 11:00 AM – 12:00 PM and 2:00 PM – 3:00 PM, or by appointment

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

## University Course Catalog Description

Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

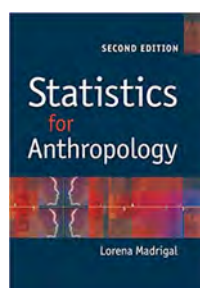
## Course Overview and Goals

This course introduces students to basic methodological approaches for analyzing anthropological quantitative data, which often include a biological or physical interpretative framework (e.g., morphometrics, growth changes, sexual dimorphism, congenital anomalies, genetic or environmental effects, treatment effects, evolution, development, forensics, primatology, etc.). This course is designed for anthropology students with little to no quantitative background. Students will develop basic IBM SPSS software skills related to anthropological research and learn how to carry out basic procedures using anthropological quantitative data. Students will be introduced to anthropological concepts related to graphical techniques, frequency distributions for summarizing and displaying data, research design, sampling, sample size, measurement error, distribution types, probability, and basic univariate hypothesis testing of means and proportions. Students will learn how to organize and summarize quantitative data, and how to interpret and present statistical results, as appropriate for the anthropology discipline. Students will read directly from peer-reviewed literature to be exposed to various types of anthropological methodology and application of statistical methods to

datasets. Students will also lead critical analysis discussions based on original anthropological literature.

### **Required Textbooks**

1. An Introduction to Statistical Concepts (3<sup>rd</sup> edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn
2. Statistics for Anthropology (2<sup>nd</sup> edition) by Lorena Madrigal



### **Additional Required Reading**

Numerous PDFs of published manuscripts will be provided through WebCourses.

### **Required Software**

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

### **Grading**

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

1. Financial Aid Requirement (10 points)
2. Homework assignments (7 per semester – 10 points each)
3. Friday activities (6 per semester – 10 points each)
4. Lead class discussions (4 per semester – 20 points each)
5. Participate in all class discussions (Online – 30 points; In-Person – 70 points)
6. Approval of final dataset (10 points)
7. Written plan for final dataset analysis (10 points)
8. Final dataset analysis presentation (50 points)
9. Final dataset written analysis (100 points)

Total = 490 points

### **Grading Scale**

The following grading scale will be used in this course:

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

### **Study Requirements**

You should attend all lectures, complete all reading assignments, and take notes on lectures and reading material.

### **Attendance**

Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class.

### **Financial Aid Requirement**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (8/30).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board will be worth 10 points.

### **Homework Description and Requirements**

Students will complete a total of 7 homework assignments, worth 10 points each. Homework assignments are designed to provide evidence of mastery of course concepts. Homework assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. (For example, Homework 1 is due 9/20 and will be found in the Sept. 16-20 module, but it will become available on 9/13 for you to see.) You will upload each homework assignment through WebCourses by 11:59 pm EST on Friday each week they are due. Typically, I will not accept late homework assignments, unless there are special circumstances with documentation. When I approve a late assignment, you will lose 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment.

### **Friday Activity Description and Requirements**

For weeks when you do not have homework assignments due on Friday, we'll be engaging with the material in other ways through WebCourses. There will be 6 Friday activities, worth 10 points each. Some weeks, this may mean watching a video I provide and posting comments in the discussion board. Other times, I might ask you to go find articles in main-stream media that relate to the statistical methods we covered that week. Specific descriptions of each Friday

activity will be available on WebCourses the week before they are due, and you must participate in this activity by 11:59 pm EST on the due date.

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

Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each discussion day, pairs or small groups will lead a class discussion about the topics covered in the assigned papers. Because not every topic has the same number of articles, some students may be in charge of more material than others. This will be based on the luck of the draw, and you can consider it your first lesson in the laws of chance and probability. Ultimately, the goal is for you to learn how to read *and* critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and do not overstate the results (also where relevant). This skill takes time to develop, and I expect everyone to get better at it as class progresses. **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other, but do so in a polite and respectful way.

#### **Discussion Leaders (4 per semester – 20 points each):**

- Begin with a summary of the paper's topics, methods, and results.
- Come to class with at least 5 questions to ask your fellow students to stimulate discussion, and turn in a hard copy of these questions to the instructor at the end of class. Your goal is to elicit conversation from your classmates using questions and comments that facilitate discussion.
  - When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
- You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.
- Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.

#### **Participation (Online – 30 points; In-Person – 70 points):**

- Online Participation
  - There are six discussion weeks. Every week, you must respond to *at least* 2 of the assigned articles in the associated WebCourses discussion board before the beginning of class (12:30 pm EST) on the day the material will be covered. Your post can include questions you wanted to ask or topics you found interesting in the assigned reading material.
  - Graded based on whether posts were made each week and quality of posts.
- In-Person Participation
  - Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments you wrote on WebCourses as potential discussion material.

- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

### **Dataset Analysis: Presentation and Written Analysis**

Your big project for the semester will be a group dataset analysis. You will need to present your results two ways: during class in a presentation format and in a written format due by the date of our final exam (\*\*TBA\*\*). Throughout the semester, student groups will build their own unique dataset. Student groups will generate descriptive statistics for this dataset, and you will conduct inferential statistical tests of means or proportions as appropriate for the dataset generated. *More information in Dataset Analysis Handout on WebCourses.*

- **Approval of Topic (10 points)** – Your group’s proposed topic and a description of measurements you will be using in your dataset must be approved by the instructor before the beginning of class on Sept. 11<sup>th</sup>.
- **Written Plan for Dataset Analysis (10 points)** – As a group, you will turn in a printed proposal for your dataset analysis by the beginning of class on Oct. 16<sup>th</sup>.
- **Group Dataset Presentation (50 points)** – At the end of the semester, your group will give an 8-minute PowerPoint presentation of your analysis results to the class, and you will be expected to answer at least 2 minutes of questions afterwards.
- **Group Dataset Written Analysis (100 points)** – As a group, you will write up a report describing the dataset you created, your hypothesis, the statistical tests you chose and why they are appropriate for your dataset, and the results of your analyses. Essentially, your final written analysis should be the written version of what you presented to the class, due by \*\*TBA\*\*.

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

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

### **Rules of Conduct Statement**

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

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

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

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



### **Academic Integrity Statement**

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

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

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

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

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

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

### **Make-Up Assignments for Authorized University Events or Co-Curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

### **Religious Observances**

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

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

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

### **Important Dates**

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

### Schedule

| <b>Date</b>       | <b>Topics</b>                                                                                                                           | <b>Assigned Weekly Readings</b>                                                                                                                             | <b>Assignment(s) Due</b>                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Aug. 26 - 30      | Introduction to course and syllabus<br>Introduction to Statistics                                                                       | Lomax Chapter 1<br>Madrigal Chapter 1                                                                                                                       | Contribute to “Beginning of Class” discussion board by August 30 <sup>th</sup> , 11:59 pm EST to verify academic engagement. |
| Sept. 2 - 6       | Evaluation of quantitative methods based on scientific method and history of biological anthropology<br><br>No class Monday – Labor Day | Wednesday:<br>Peregrine et al. 2012<br>Gould 1982<br>Marks 2012                                                                                             | Discussion Week 1<br>Friday Activity 1                                                                                       |
| Sept. 9 - 13      | Data representation                                                                                                                     | Lomax Chapter 2<br>Madrigal Chapter 2                                                                                                                       | Dataset topic and measurements must be approved by 9/11<br>Friday Activity 2                                                 |
| Sept. 16 - 20     | Univariate population parameters                                                                                                        | Lomax Chapter 3                                                                                                                                             | Homework 1 due 9/20                                                                                                          |
| Sept. 23 - 27     | Evaluation of quantitative methods based on human evolution and primatology                                                             | Monday:<br>Brown et al. 2004<br>Ungar and Sponheimer 2011<br>Chaplin and Jablonski 2013<br><br>Wednesday:<br>Brauer and Call 2015<br>Ruiz-Lopez et al. 2016 | Homework 2 due 9/27<br>Discussion Week 2                                                                                     |
| Sept. 30 - Oct. 4 | Normal distribution and standard scores                                                                                                 | Lomax Chapter 4                                                                                                                                             | Friday Activity 3                                                                                                            |
| Oct. 7 - 11       | Evaluation of quantitative methods based on bioarchaeology and forensic anthropology                                                    | Monday:<br>Agarwal 2012<br>Kutterer and Alt 2008<br><br>Wednesday:<br>Adams et al 2019<br>Wescott et al 2018<br>Lesciotto and Doershuk 2018                 | Homework 3 due 10/11<br>Discussion Week 3                                                                                    |

|                  |                                                                                                                  |                                                                                                   |                                                                                       |
|------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Oct. 14 - 18     | Introduction to probability and sample statistics                                                                | Lomax Chapter 5<br>Madrigal Chapter 3 (pgs. 42-48; 57-79)                                         | Plan for final dataset analysis due by 10/16<br>Friday Activity 4                     |
| Oct. 21 - 25     | Evaluation of quantitative methods based on morphometrics                                                        | Monday:<br>Ward 1989<br>Shaner et al. 1998<br><br>Wednesday:<br>Farkas et al. 2004<br>DeLeon 2007 | Homework 4 due 10/25<br>Discussion Week 4                                             |
| Oct. 28 - Nov. 1 | Introduction to hypothesis testing:<br>Inferences about a single mean                                            | Lomax Chapter 6<br>Madrigal Chapter 4                                                             | Friday Activity 5                                                                     |
| Nov. 4 - 8       | Inferences about the difference between two means                                                                | Lomax Chapter 7<br>Madrigal Chapter 5<br>Madrigal Chapter 7 (pgs. 146-153; 159-164)               | Homework 5 due 11/8                                                                   |
| Nov. 11 - 15     | Evaluation of quantitative methods based on biomedical anthropology<br><br>No class Monday – Veteran’s Day       | Wednesday:<br>Johnston and Low 1984<br>Hill et al. 2011<br>McDade 2001                            | Homework 6 due 11/15<br>Discussion Week 5<br><i>Kuru: The Science and the Sorcery</i> |
| Nov. 18 - 22     | Inferences about Proportions                                                                                     | Lomax Chapter 8<br>Madrigal Chapter 8 (pgs. 166-170; 178-183; 189-190)                            | Friday Activity 6                                                                     |
| Nov. 25 - 29     | Evaluation of quantitative methods based on demography<br><br>No class Wednesday or Friday – Happy Thanksgiving! | Monday:<br>Wittwer-Backofen et al. 2008<br>Jones and DeWitte 2012                                 | Discussion Week 6                                                                     |
| Dec. 2 - 6       | N/A                                                                                                              | Monday: Final dataset presentations<br><br>Wednesday: Online day                                  | *Homework 7 due 12/2<br><br>Final dataset analysis write-up due by <b>*TBA*</b>       |

\*You have a week and a half to complete Homework 7 since its due date would fall during the Thanksgiving holiday, but you are free to turn it in as soon as you are finished!



## ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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

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### University Course Catalog Description

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

### Course Overview

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

### Course Objectives

In this course, students will gain skills in:

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



## Course Prerequisites

None

## Required Text and Articles

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

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

## Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

| <b><i>Assignments</i></b>                                                                                  | <b><i>Due Date</i></b>                                    | <b><i>Percent of Grade</i></b>          | <b><i>Max. Points</i></b> |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|---------------------------|
| Syllabus Quiz                                                                                              | By Friday of Week 1, August 30 <sup>th</sup> , at 3pm     | 1% and federal verification requirement | 1                         |
| Laboratory Exercises                                                                                       | Thursday at 10:30am on the following week via webcourses  | 40%                                     | 40                        |
| Participation in Classroom Activities - Graduate students are expected to take a larger participatory role | Usually in class each Monday                              | 4%                                      | 2                         |
| Undergraduate Grant Application or Graduate Grant Application                                              | Thursday November 21 <sup>th</sup> at 10:30am             | 45%                                     | 45                        |
| Oral Presentation of Project                                                                               | Assigned Classroom Period in Week 13 and Finals Week (15) | 10%                                     | 10                        |

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

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

## Course Policies

### Academic Integrity and Student Conduct

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

### Course Accessibility

Both I and the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS)

<<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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.

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

### **Electronic Device Policy**

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

### **Campus Safety**

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

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

For more information see: [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

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

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

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

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

### **Updates and Notifications**

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

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

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

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

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

### **Course Schedule**

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available through the UCF Library.

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

|   |    |            |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                              |
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| 2 | Th | Sept.<br>5 | <p>GIS Projects - Data and basic manipulation</p> <p>Classroom session with GIS Examples from Class and Introduction to GIS Lab</p> <p><b>ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)</b></p> | <p><b>Wheatley and Gillings pp. 23-58;</b></p> <p><b>Bolstad pp. 170-193; 373-419; 617-636</b></p> <p>For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 29-169.</p>                                                                                                                             |
| 3 | Th | Sept<br>12 | <p>Data Collection, Surveys, Surveying</p> <p>Classroom session and GIS Data Lab</p> <p><b>ASSIGNMENT: Introduction to GIS Lab Due, Thursday Sept 12 at start of class</b></p>                                                                    | <p><b>Wheatley and Gillings pp. 59-87</b></p> <p><b>Bolstad pp. 331-364; 297-327</b></p> <p>For additional information on GPS and surveying see: Bolstad pp. 203-239.</p>                                                                                                                                                    |
| 4 | Th | Sept<br>19 | <p>Remote Sensing</p> <p>Classroom session and Remote Sensing Lab</p> <p><b>ASSIGNMENT: GIS Data Lab Due, Thursday Sept 19 at start of class</b></p>                                                                                              | <p><b>Bolstad pp. 247-291</b></p> <p>For additional types of raster based analysis see: Bolstad pp. 443-473.</p> <p><b>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</b></p> <p><b>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</b></p> |
| 5 | Th | Sept<br>26 | <p>Quantitative and Qualitative Data</p> <p>Classroom session and Integration Lab</p> <p><b>ASSIGNMENT: Remote Sensing Lab Due, Thursday Sept 26 at start of class</b></p>                                                                        | <p><b>Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"</b></p> <p><b>Boschmann and Cubbon (2014): "Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research"</b></p>                                        |

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| 6 | Th | Oct<br>3  | <p>Perception – Viewsheds, Soundsheds, Smellsheds</p> <p>Classroom session and Perception Lab</p> <p><b>ASSIGNMENT: Integration Lab Due, Thursday Oct 3 at start of class</b></p>                                   | <p>Wheatley and Gillings pp. 201-216;</p> <p>Nutsford et al. (2015): "Personalizing the Viewshed: Visibility Analysis from the Human Perspective";</p> <p>Brabyn (2015): "Modelling landscape experience using 'experions'"</p>                                                                                                               |
| 7 | Th | Oct<br>10 | <p>Transportation and Movement</p> <p>Classroom session and Transportation Lab</p> <p><b>ASSIGNMENT: Perception Lab Due, Thursday Oct 10 at start of class</b></p>                                                  | <p>Bolstad pp. 420-428</p> <p>Hall and Smith (2014): "Knowing the City: maps, mobility, and urban outreach work";</p> <p>Branting (2012): "Seven Solutions for Seven Problems with Least Cost Pathways"</p>                                                                                                                                   |
| 8 | Th | Oct<br>17 | <p>Location – Boundaries, Borderlands, Central places, Spatial Hierarchies</p> <p>Classroom session and Location Theory Lab</p> <p><b>ASSIGNMENT: Transportation Lab Due, Thursday Oct 17 at start of class</b></p> | <p>Wheatley and Gillings pp. 147-164;</p> <p>Wright (1986): "The Evolution of Civilizations";</p> <p>Mu and Wang (2006): "Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy"</p>                                                                                                              |
| 9 | Th | Oct<br>24 | <p>Demography – Population, Densities, Interactions</p> <p>Classroom session and Demography Theory Lab</p> <p><b>ASSIGNMENT: Location Theory Lab Due, Thursday Oct 24 at start of class</b></p>                     | <p>Naroll (1962): "Floor Area and Settlement Population";</p> <p>Reibel (2007): "Geographic Information Systems and Spatial Data Processing in Demography: a Review";</p> <p>Khormi and Kumar (2011): "Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study"</p> |



|    |    |           |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 10 | Th | Oct<br>31 | <p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session<br/>Spatial Analysis Lab and<br/>Proposal Preparation</p> <p><b>ASSIGNMENT: Demography Theory Lab Due, Thursday Oct 31 at start of class</b></p> | <p>Wheatley and Gillings pp. 89-106, 125-146, 183-200;</p> <p>Bolstad pp. 519-560, 571-606</p> <p>Austin et al. (2005):<br/>"Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";</p> <p>Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i>"</p> |
| 11 | Th | Nov<br>7  | <p>Visualization and Virtual Reality</p> <p>Classroom session<br/>Visualization Lab and<br/>Proposal Preparation</p> <p><b>ASSIGNMENT: Spatial Analysis Lab Due, Thursday Nov 7 at start of class</b></p>                       | <p>Wilhelmson and Dell'Unto (2015): "Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context";</p> <p>Verykokou et al. (2016):<br/>"Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"</p>                                                                                                                                                                        |
| 12 | Th | Nov<br>14 | <p>Visualization Project Showcase</p> <p>Visualization Projects Showcase and<br/>Proposal Preparation Class</p> <p><b>ASSIGNMENT: Visualization Lab Due, Thursday Nov 14 at start of class</b></p>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 13 | Th | Nov<br>21 | <p><b>STUDENT PRESENTATIONS</b></p> <p><b>ASSIGNMENT DUE AT START OF CLASS Thursday Nov 21</b><br/>Undergraduate Grant Application (8-10 pages)<br/>Graduate Grant Application (10 pages)</p>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 14 | Th | Nov<br>28 | <p><b>Thanksgiving Holiday: No Class</b></p>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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

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