



## 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 Hours:	<i>Dr. Branting Th 2:00-4:00 or by appointment</i>	TA:	<i>Jessica Robkin</i>
	<i>Jess M 12:30-2:00, W 10:00-11:30, or by appointment</i>	TA email:	<i>Jessica.Robkin@ucf.edu</i>

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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.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday of Week 1, August 30 <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.

<i>Letter Grade</i>	<i>Points</i>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

### Course Accessibility

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

<<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](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 an alternative time for their presentations.

### Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

### Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available through the UCF Library.

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

2	Th	Sept. 5	<p>GIS Projects - Data and basic manipulation</p> <p>Classroom session with GIS Examples from Class and Introduction to GIS Lab</p> <p><b>ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)</b></p>	<p>Wheatley and Gillings pp. 23-58;</p> <p>Bolstad pp. 170-193; 373-419; 617-636</p> <p>For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 29-169.</p>
3	Th	Sept 12	<p>Data Collection, Surveys, Surveying</p> <p>Classroom session and GIS Data Lab</p> <p><b>ASSIGNMENT: Introduction to GIS Lab Due, Thursday Sept 12 at start of class</b></p>	<p>Wheatley and Gillings pp. 59-87</p> <p>Bolstad pp. 331-364; 297-327</p> <p>For additional information on GPS and surveying see: Bolstad pp. 203-239.</p>
4	Th	Sept 19	<p>Remote Sensing</p> <p>Classroom session and Remote Sensing Lab</p> <p><b>ASSIGNMENT: GIS Data Lab Due, Thursday Sept 19 at start of class</b></p>	<p>Bolstad pp. 247-291</p> <p>For additional types of raster based analysis see: Bolstad pp. 443-473.</p> <p>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</p> <p>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</p>
5	Th	Sept 26	<p>Quantitative and Qualitative Data</p> <p>Classroom session and Integration Lab</p> <p><b>ASSIGNMENT: Remote Sensing Lab Due, Thursday Sept 26 at start of class</b></p>	<p>Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"</p> <p>Boschmann and Cubbon (2014): "Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research"</p>

6	Th	Oct 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 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 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 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>

10	Th	Oct 31	<p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p>Classroom session Spatial Analysis Lab and 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): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";</p> <p>Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i>"</p>
11	Th	Nov 7	<p>Visualization and Virtual Reality</p> <p>Classroom session Visualization Lab and Proposal Preparation</p> <p><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): "Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"</p>
12	Th	Nov 14	<p>Visualization Project Showcase</p> <p>Visualization Projects Showcase and Proposal Preparation Class</p> <p><b>ASSIGNMENT: Visualization Lab Due, Thursday Nov 14 at start of class</b></p>	
13	Th	Nov 21	<p><b>STUDENT PRESENTATIONS</b></p> <p><b>ASSIGNMENT DUE AT START OF CLASS Thursday Nov 21</b> Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)</p>	
14	Th	Nov 28	<p><b>Thanksgiving Holiday: No Class</b></p>	



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

### Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Boschmann, E. Eric and Emily Cubbon  
2014 Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research. *The Professional Geographer* 66(2):236-248.

Brabyn, Lars  
2015 Modelling landscape experience using "experions". *Applied Geography* 62:210-216.

Branting, Scott  
2012 Seven Solutions for Seven Problems with Least Cost Pathways. In *Least Cost Analysis of Social Landscapes: Archaeological Case Studies*. Devin A. White and Sarah L. Surface-Evans, eds. Pp. 209-224. Salt Lake City: University of Utah Press.

Hall, Tom and Robin J. Smith  
2014 Knowing the City: maps, mobility, and urban outreach work. *Qualitative Research* 14(3):294-310.

Johnson, Gregory A.  
1977 Aspects of Regional Analysis in Archaeology. *Annual Review of Anthropology* 6:479-508.

Khormi, Hassan M. and Lalit Kumar  
2011 Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study. *Science of the Total Environment* 409:4713-4719.

Liu, Jian Guo and Philippa J. Mason  
2016 Appendix A: Imaging sensor systems and remote sensing satellites. In *Image Processing and GIS for Remote Sensing: Techniques and Applications (Second Edition)*. Jian Guo Liu and Philippa J. Mason, eds. Pp. 427-439. Chichester, UK: John Wiley & Sons.

Masini, Nicola and Rosa Lasaponara

- 2017 Sensing the Past from Space: Approaches to Site Detection. In *Sensing the Past: From artifact to historical site*. Nicola Masini and Francesco Soldovieri, eds. Pp. 23-60. Cham, Switzerland: Springer.
- Mu, Lan and Xiao Wang  
2006 Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy. *International Journal of Geographic Information Science* 20(6):649-667.
- Naroll, Raoul  
1962 Floor Area and Settlement Population. *American Antiquity* 27(4):587-589.
- Nutsford, Daniel, Femke Reitsma, Amber L. Pearson, Simon Kingham  
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- Reibel, Michael  
2007 Geographic Information Systems and Spatial Data Processing in Demography: a Review. *Population Research Policy Review* 26:601-618.
- Sui, Daniel  
2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.
- Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis  
2016 Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows. In *Digital Heritage: Progress in Cultural Heritage: Documentation, Preservation, and Protection*. Marinos Ioannides, Eleanor Fink, Antonia Moropoulou, Monika Hagedorn-Saupe, Antonella Fresca, Funnar Liestøl, Vlatka Rajcic, and Pierre Grussenmeyer, eds. Pp. 50-62. Cham, Switzerland: Springer.
- Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler  
2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.
- Wilhelmson, Helene and Nicholó Dell'Unto  
2015 Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context. *American Journal of Physical Anthropology* 157:305-321.
- Wright, Henry T.  
1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.

# Course Syllabus

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## Course Information

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

## Instructor Contact

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

## University Catalog Description

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

## Course Overview

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

## What textbooks will I need?

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

## What are the course requirements?

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

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

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

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

## How will I be evaluated and graded?

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

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

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

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

Presentation 100 20

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

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

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

## What if I miss a class discussion or assignment?

Time management, problem solving, responsibility and personal accountability are among the most important things you can refine in a graduate program. You are expected to attend every class meeting and participate in class activities. However, we must all still carry on with life outside of coursework - some of you may have employment or family obligations that, upon unforeseen circumstances, may require you to miss a class. If this is the case, you must **notify me ASAP** by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **prior to any scheduled class presentations**. If you are participating in an official UCF event (e.g., sports or academic events) or professional development event (e.g., AAPA or SAA annual meetings), please provide the proper documentation **prior to class**. You are responsible for consulting the Academic Counseling Office and the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence and missing coursework.

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

## How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any other course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead

to an 'F' grade or 'Z' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct \(http://osc.sdes.ucf.edu/faq#students\)](#) for further action (e.g., possible expulsion). See the [UCF Golden Rule \(http://www.goldenrule.sdes.ucf.edu/\)](#) for further information. All written work in this course is **automatically submitted and reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 'recycle' any work from previous university courses (without first conferring with your instructor), and above all, **do not plagiarize** any written work from academic and popular journals, academic and popular texts, or Internet sources. If you do this, the plagiarism check system will detect it and provide a report listing the sources that you used.

I will also adhere to the highest standards of academic integrity, so please **do not ask me to change (or expect me to change) your grade illegitimately**, to bend rules that would benefit your grade, or ask for a grade-related opportunity that will not equally be applied the entire class. I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

## Should I use UCF email or the Canvas Inbox?

In this course, our **official mode of communication is through the secure Canvas Inbox system**. It is your responsibility to check the Canvas Inbox and course announcements at least twice per week. You may also use your UCF Knight's Email account to communicate with the instructor. **If you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

## How do I receive disability accommodations?

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with [Student Disability Services \(http://www.sds.ucf.edu/\)](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## What are the course technology and software requirements?

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



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



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



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

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

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

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

## What about copyright and third-party software?

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

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

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

During this course you might encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these could be related to required course materials, you **will not** need to make any personally identifying information on any public site. **Do not** post or provide any private information about yourself or your classmates. If you have any concerns about this, please contact your instructor or [OnlineSupport@UCF. \(http://learn.ucf.edu/support/\)](http://learn.ucf.edu/support/)

## Where can I find the course reading and assignment schedule?

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

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



# Course Summary:

**Date**

**Details**

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# Course Syllabus

[Jump to Today](#)
 Edit


# General Anthropology

## Fall - 2019

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

### Course Information

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

### Professor Contact

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

### University Catalog Description

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

### What is this course about?

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

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.

- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

## What skills will I develop in this course?

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

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

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

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

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

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

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

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

## What reading materials and supplies will I need?

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

## How should I plan my time for this course?

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

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

This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

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

## How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Academic Survey](#) by **11:59pm EST on August 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

## What are the course requirements?

### Summary

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

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

### Academic Activity Assessment (week 1 only)

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

### Gen-Ed Pre-Test and Post-Test

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

### Modules

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

### Readings

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

### Attendance (5% of final grade)

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

### Reading Quizzes (20% of final grade)

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

### Short Reflections (20% of final grade)

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

### Online Exams (55% of final grade)

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

## How will I be evaluated and graded?

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

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

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

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

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

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

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

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

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

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

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

## Is the course accessible for students with disabilities?

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

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

## How is respect for diversity maintained?

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

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

## How is academic integrity maintained?

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

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

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

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

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

## Why should I use WebCourses Inbox?

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

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

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

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

## What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

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



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



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

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



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

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified**.

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

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

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

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

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

## What if there is an Emergency on campus?

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

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



(<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)


## What is the course lecture and assignment schedule?




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

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














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



Week	Date	Topic	Readings
1	27-Aug	What is Anthropology?	
	Online	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)
2	3-Sep	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)
	Online	Is Cultural Relativity Possible?	<a href="#">Miner, 1956.pdf</a> ; <a href="#">Kratz, 2002.pdf</a>
3	10-Sep	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)
	Online	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58); <a href="#">Collins, 2007.pdf</a> ; <a href="#">Penn State.pdf</a>
4	17-Sep	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 100-114) ( <a href="https://www2.palomar.edu/anthro/hominid/default.htm">https://www2.palomar.edu/anthro/hominid/default.htm</a> )
	Online	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 115-122) ( <a href="https://www2.palomar.edu/anthro/homo/default.htm">https://www2.palomar.edu/anthro/homo/default.htm</a> )
5	24-Sep	When did Homo Sapiens Evolve?	<a href="https://www2.palomar.edu/anthro/homo2/default.htm">https://www2.palomar.edu/anthro/homo2/default.htm</a> Callaghan and Williams (chapter 4, pp. 122-142)
	Online	What's it like to find Fossil Hominids?	<a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">The Atlantic</a> <a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/</a> , <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">Scientific American</a> ; <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/</a> .  <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">Film: Dawn of Humanity</a> <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>    <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>
6	1-Oct	Are Humans still Evolving?	Callaghan and Williams (chapter 3) ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/g0c4041f8d945b64b7e7f8d4dc8e8d6b2/downloadwrap=1</a> )
	Online	<b>Exam 1</b>	
7	8-Oct	How do we do Archaeology?	Callaghan and Williams (chapter 5)
	Online	Where did Ancient States Come from and were they Inevitable?	( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/g8e8d49da58670016eab0c9a176a08c24/downloadwrap=1</a> ) Callaghan and Williams (chapter 6, pp. 165-181)
8	15-Oct	What did the Ancient Maya believe?	<a href="#">Schele and Freidel (1992)</a>
	Online	How did the Ancient Maya live and where did they go?	Callaghan and Williams (chapter 6, pp. 182-204)
9	22-Oct	The Sapir-Whorf Hypothesis	<a href="#">Thomson (1975)</a> ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/ge6854a4b3a4ed9ed7515a7d3ec1ccf0c/downloadwrap=1</a> ) ( <a href="#">%24CANVAS COURSE REFERENCE%24/file_ref/ge6854a4b3a4ed9ed7515a7d3ec1ccf0c/downloadwrap=1</a> )
	Online	What is Language?	<a href="#">Perspectives (chapter 4)</a>
10	29-Oct	Can only humans use language?	
	Online	Why do we Miscommunicate if we speak the same Language?	Tannen ( <a href="#">1990</a> ), ( <a href="#">1994</a> )
11	5-Nov	How do Cultural Anthropologists Study Living Groups?	<a href="#">Perspectives (chapters 3 and 16)</a> ; <a href="#">Sterk (2000)</a>
	Online	<b>Exam 2</b>	
12	12-Nov	How and When do we Learn our Culture?	<a href="#">Henry (1963)</a>

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

## Course Summary:

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

# Course Syllabus

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# General Anthropology

## Fall - 2019

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

### Course Information

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

### Professor Contact

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

### University Catalog Description

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

### What is this course about?

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

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.
- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.

- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

## What skills will I develop in this course?

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

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

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

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

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

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

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

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

## What reading materials and supplies will I need?

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

## How should I plan my time for this course?

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

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

learning module. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

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

## How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Academic Survey](#) by **11:59pm EST on August 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

## What are the course requirements?

### Summary

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

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

### Academic Activity Assessment (week 1 only)

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

### Gen-Ed Pre-Test and Post-Test

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

### Modules

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

### Readings

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

### Attendance (5% of final grade)

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

### Reading Quizzes (15% of final grade)

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

### Short Reflections (20% of final grade)

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

### In-class Exams (60% of final grade)

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

## How will I be evaluated and graded?

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

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

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

Question 8 1 / 1 pts

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

You Answered: mtDNA lineage ( Mitochondrial Eve)

Correct Answers: mtDNA

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

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

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

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

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

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

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

## Is the course accessible for students with disabilities?

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

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

## How is respect for diversity maintained?

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

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

## How is academic integrity maintained?

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

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

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

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

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

## Why should I use WebCourses Inbox?

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

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

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

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

## What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345> (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

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



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

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





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

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting an assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified**.

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

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

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

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

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

## What if there is an Emergency on campus?

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

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

















<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>





## What is the course lecture and assignment schedule?

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














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

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

Week	Date	Topic	Readings
1	27-Aug	What is Anthropology?	
	29-Aug	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)
2	3-Sep	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)
	5-Sep	Is Cultural Relativity Possible?	<a href="#">Miner, 1956.pdf</a>  ; <a href="#">Kratz, 2002.pdf</a> 
3	10-Sep	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)
	12-Sep	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58); <a href="#">Collins, 2007.pdf</a>  ; <a href="#">Penn State.pdf</a> 
4	17-Sep	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 100-114) <a href="https://www2.palomar.edu/anthro/hominid/default.htm">https://www2.palomar.edu/anthro/hominid/default.htm</a>
	19-Sep	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 115-122) <a href="https://www2.palomar.edu/anthro/homo/default.htm">https://www2.palomar.edu/anthro/homo/default.htm</a>
5	24-Sep	When did Homo Sapiens Evolve?	<a href="https://www2.palomar.edu/anthro/homo2/default.htm">https://www2.palomar.edu/anthro/homo2/default.htm</a> Callaghan and Williams (chapter 4, pp. 122-142)
	26-Sep	What's it like to find Fossil Hominids?	<a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">The Atlantic</a> <a href="https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/">https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/</a> , <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">Scientific American</a> ; <a href="https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/">https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/</a>  <b>Film (in class): Dawn of Humanity</b> <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>    <a href="https://www.youtube.com/watch?v=RzLJAa5X4Fo">https://www.youtube.com/watch?v=RzLJAa5X4Fo</a>
6	1-Oct	Are Humans still Evolving?	Callaghan and Williams (chapter 3)
	3-Oct	<b>Exam 1</b>	
7	8-Oct	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 165-181)
	10-Oct	How do we do archaeology?	Callaghan and Williams (chapter 5)
8	15-Oct	What did the Ancient Maya believe?	<a href="#">Schele and Freidel (1992)</a> 
	17-Oct	How did the Ancient Maya live and where did they go?	Callaghan and Williams (chapter 6, pp. 182-204)
9	22-Oct	The Sapir-Whorf Hypothesis	<a href="#">Thomson (1975)</a> 
	24-Oct	What is Language?	<a href="#">Perspectives (chapter 4)</a> 
10	29-Oct	Can only humans use language?	
	31-Oct	Why do we Miscommunicate if we speak the same Language?	Tannen ( <a href="#">1990</a>  , <a href="#">1994</a> 
11	5-Nov	How do Cultural Anthropologists Study Living Groups?	<a href="#">Perspectives (chapters 3 and 16)</a>  ; <a href="#">Sterk (2000)</a> 
	7-Nov	<b>Exam 2</b>	
12	12-Nov	How does our Culture Teach Us about Sex, Gender, and Sexuality?	<a href="#">Henry (1963)</a>  ; <a href="#">Perspectives (chapter 10)</a> 

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

## Course Summary:

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

# Course Syllabus

[Jump to Today](#)

 **Edit**



## ANT2000 General Anthropology

Fall 2019

**W - World Wide Web**

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

**Instructor:**

**Dr. Neil Duncan**

**Office: Howard Phillips Hall 309**

**Office Hours: Mondays and Wednesdays 10 am - 11 am, or by appointment**

**Email: Webcourses mail client or [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu)**

**Office Phone: 407-823-4961**

**Teaching Assistant: Rodrigo Guzman**

**Office Hours: TBA**

**Email: Webcourses mail client**

## Course Description

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

This course will introduce you to the varied approaches anthropologists use to examine and explain

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

## Student Learning Outcomes

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

## Required Text

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

### Course Text



# ANTHROPOLOGY

WHAT DOES IT MEAN TO BE HUMAN?

THIRD EDITION

Robert H. Lavenda | Emily A. Schultz

OXFORD  
UNIVERSITY PRESS

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

## Course Requirements

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

## Evaluation and Grading

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

### Exams (3 @ 50 points each)

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

### Essays and Response Papers (3 @ 25 points each)

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

### Quizzes (15 @ 5 points each)

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

### Grading Scale

<b>Name:</b>	<b>Range:</b>
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%

### A Note on Due Dates -a reiteration

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

### A Note on Grading

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

### **Class Website**

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

### **Extra Credit**

There will be no extra credit offered.

## Policy Statements

## Policy Statements

## Academic Integrity

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

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

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in



any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). (U)CF 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](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu)), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning

objectives and the individual academic and course barriers experienced by the student.

## Unexpected Course Changes

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

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

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

## Deployed Active Duty Military Students

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

## Copyright














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## Third-Party Software and FERPA

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

**THIS SYLLABUS IS SUBJECT TO CHANGE**

# Course Summary:

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

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

# Course Syllabus

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 **Edit**

## Archaeology and the Rise of Human Culture

ANT2140



### Instructor Contact

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

### Course Information

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

### Course Description

Archaeology studies how human societies came to be and how we living in the present have built upon what

those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states.

## Student Learning Outcomes

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

## Required Text

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

## Course Requirements

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

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

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

## Attendance/Participation and Missed Assignments

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

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

2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet

a course deadline due to a conflict with that event must provide the instructor with documentation *in advance* to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

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

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

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

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

## Evaluation and Grading

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

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

**Name:**

**Range**

A

100 %

to 94.0%

A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

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


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

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

### A Note on Grading

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

## Turnitin.com

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

## Policy Statements

### Academic Integrity



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

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

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

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](http://wpacouncil.org/node/9)  [\(http://wpacouncil.org/node/9\)](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. \(https://goldenrule.sdes.ucf.edu\)](https://goldenrule.sdes.ucf.edu) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

## Course Accessibility Statement

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

reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Unexpected Course Changes

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

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

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

## Deployed Active Duty Military Students

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

















## Copyright











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## Third-Party Software and FERPA

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

## Course Summary:

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

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

# Course Syllabus

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 **Edit**



## ANT2000 General Anthropology

Fall 2019

W - World Wide Web

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

**Instructor:**

**Dr. Neil Duncan**

**Office: RESEARCH 1 Room 355; Howard Phillips Hall 309**

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

**Email: Webcourses mail client or [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu)**

**Office Phone: 407-823-4961**

**Teaching Assistant: Rodrigo Guzman**

**Office Hours: TBA**

**Email: Webcourses mail client**

## Course Description

**An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical**

## **Anthropology, Linguistics, and Archaeology**

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

## **Student Learning Outcomes**

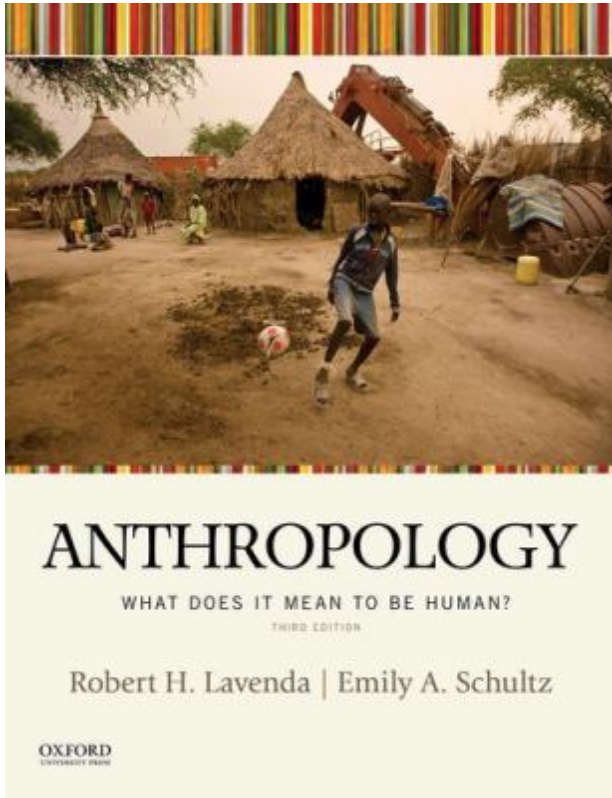
When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you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

## **Required Text**

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

-

### Course Text



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

## Course Requirements

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

## Evaluation and Grading

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

points each)	75
Total Points	300

### Exams (3 @ 50 points each)

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

### Essays and Response Papers (3 @ 25 points each)

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

### Quizzes (15 @ 5 points each)

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

### Grading Scale

Name:	Range:
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%



C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

### A Note on Due Dates -a reiteration

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

### A Note on Grading

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

### **Class Website**

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

### **Extra Credit**

There will be no extra credit offered.

## Policy Statements

# Policy Statements

## Academic Integrity

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

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

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## Third-Party Software and FERPA















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

## THIS SYLLABUS IS SUBJECT TO CHANGE

## Course Summary:

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

### [Quiz 5](#)

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

Fri Dec 6, 2019



**Exam 3**

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

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due by 11:59pm

# Course Syllabus

[Jump to Today](#)

 **Edit**

## Archaeology and the Rise of Human Culture

ANT2140



## Instructor Contact

- Instructor: Dr. Neil Duncan
- Office: **RESEARCH 1 Room 355; Howard Phillips Hall 309**
- Office Hours: **Research 1 Room 355, Mondays and Wednesdays 10 am - 11 am, or by appointment**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu) (<mailto:neil.duncan@ucf.edu>)
- Teaching Assistant: Rodrigo Guzman, [melvin.guzmanpiedrasanta@ucf.edu](mailto:melvin.guzmanpiedrasanta@ucf.edu) (<mailto:melvin.guzmanpiedrasanta@ucf.edu>)
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

## Course Information

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

# Course Description

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

## Student Learning Outcomes

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

## Required Text

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

## Course Requirements

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

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

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

## Attendance/Participation and Missed Assignments

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

- 1) Religious holiday. Students must notify their instructor in advance if they intend to



miss class for a religious observance. For more information, see the [UCF policy \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation *in advance* to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy \(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

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

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

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

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

## Evaluation and Grading

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

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

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

Name:	Range	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
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D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

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

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

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

### A Note on Grading

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

## Turnitin.com

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

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



to the copyright holder.

## Third-Party Software and FERPA

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

## Course Summary:

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

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

Tue Dec 3, 2019

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

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

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Mon Dec 9, 2019

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

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# Syllabus

## 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](mailto:nessette.falu@ucf.edu)

### Course Information

<b>Course Name</b>	Language and Culture
<b>Course ID &amp; Section</b>	ANT3610, Section 0W60
<b>Credit Hours</b>	3
<b>Course Modality</b>	W: Webcourses Online
<b>Semester/Year</b>	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, double-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 6</i>	<i>90 points</i>
<i>Discussion Posts 6</i>	<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.

# Course Syllabus

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## 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](mailto: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 2</i>	<i>30 points</i>
<i>Discussion Posts 4</i>	<i>120 points</i>
<i>Reflection Papers 2</i>	<i>150 points</i>
<i>In-Class Assignments 2</i>	<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:

<b>Percentage</b>	<b>Grade</b>
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



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

Fri Nov 22, 2019

<https://webcourses.ucf.edu/courses/1338084/assignments/6345924>

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Wed Dec 11, 2019



**[Research Proposal](#)**

<https://webcourses.ucf.edu/courses/1338084/assignments/6345901>

due by 11:59pm

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Mon Dec 16, 2019



**[Introduce Yourself: Financial Aid Requirement](#)**

<https://webcourses.ucf.edu/courses/1338084/assignments/6345802>

due by 11:59pm

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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](mailto: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. 7<sup>th</sup> 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](mailto: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](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## Campus Safety Statement

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

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

## 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 Nembu 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**

# 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](mailto: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.
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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.

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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

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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 in 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

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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.

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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

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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

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

## Campus Safety Statement

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

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

## 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

# Syllabus

Spring 2019

## Instructor Contact

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

## Course Information

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

## Course Description

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

## Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.

- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

### Learning Outcomes

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

## Required Text

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

## Course Requirements

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

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

## Evaluation and Grading

Assignment	Points
------------	--------



Exam 1	100
Exam 2	100
Exam 3	100
18 Online Assignments 10 points each	180
3 Discussion posts and responses 20 points each	60
Total	540 points

## Online Exams

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

## Online Assignments and Discussions

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

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.



It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

## Missed Assignments/Make-Ups/Extra Credit

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

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

## Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will

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

## Accessibility Statement

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## Copyright

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## Third-Party Software and FERPA

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

## Schedule Fall 2019

**Week 1: 8/26** Introduction Anthropology and to the Concept of Culture

Definitions of Culture

Characteristics of Culture

Aspects of Culture.

\*What is anthropology?

\*What aspects of anthropology are unique and different from other natural and social sciences?

\*The scientific method.

\*The sub-disciplines within anthropology and what they study.

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

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

Principles of Evolution:

Natural Selection

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

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

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

Bipedalism and Big Heads

Australopithecines: afarensis, africanus, robustus, boisei

Homo: habilis, erectus, neanderthalis, sapiens

The beginnings of culture, behavioral over physical adaptations

**Week 3 assignments due 9/16 11:55 pm.**

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

Research Questions and Methods

Some History

The Research Setting

Aspects of Vietnamese Culture

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

**Week 5: 9/23:** Language

Language and Linguistics

Design Characteristics of Human Language

Language Acquisition

Language and Culture

Some Examples from Vietnamese Language

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

**Week 5 assignment Due 9/30 11:55 pm**

**Week 6: 9/30:** Subsistence Systems

Environments

Hunter Gatherers

Horticulture

Pastoralism

Agriculture

Intensive Agriculture

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

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

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

Reading: online material

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

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

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

Reciprocity

From Barter to Markets

The Kula Ring

Refugee Camp Examples

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

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

Reading: The Hutterites and the online material on the Hutterites

Enculturation

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

**Week 10 11/4 American Culture**

**American culture assignment due 11/4**

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

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

Bands

Tribes

Chiefdoms

States

A Riot in A Refugee Camp

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

**Discussion 2 due 11/11**

**Week 12 11/11 Religion**

Magical Thinking

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

**Week 12 assignments due 11/18 11:55 pm**

**Week 13 11/18 Cultural Change**

Cultural Conservatism

Innovation

Diffusion

Revitalization

American culture

Applied anthropology

Globalization

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

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

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

**Discussion 3 due 12/4 11:55 pm**

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

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

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



# Syllabus

Spring 2019

## Instructor Contact

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

## Course Information

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

## Course Description

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Exam 3	100
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## Schedule Fall 2019-2

## Schedule Fall 2019

**Week 1: 8/26** Introduction Anthropology and to the Concept of Culture

Definitions of Culture

Characteristics of Culture

Aspects of Culture.

\*What is anthropology?

\*What aspects of anthropology are unique and different from other natural and social sciences?

\*The scientific method.

\*The sub-disciplines within anthropology and what they study.

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

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

Principles of Evolution:

Natural Selection

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

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

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

Bipedalism and Big Heads

Australopithecines: afarensis, africanus, robustus, boisei

Homo: habilis, erectus, neanderthalis, sapiens

The beginnings of culture, behavioral over physical adaptations

**Week 3 assignments due 9/16 11:55 pm.**

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

Research Questions and Methods

Some History

The Research Setting

Aspects of Vietnamese Culture

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

**Week 5: 9/23:** Language

Language and Linguistics

Design Characteristics of Human Language

Language Acquisition

Language and Culture

Some Examples from Vietnamese Language

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

**Week 5 assignment Due 9/30 11:55 pm**

**Week 6: 9/30:** Subsistence Systems

Environments

Hunter Gatherers

Horticulture

Pastoralism

Agriculture

Intensive Agriculture

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

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

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

Reading: online material

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

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

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

Reciprocity

From Barter to Markets

The Kula Ring

Refugee Camp Examples

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

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

Reading: The Hutterites and the online material on the Hutterites

Enculturation

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

**Week 10 11/4 American Culture**



**American culture assignment due 11/4**

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

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

Bands

Tribes

Chiefdoms

States

A Riot in A Refugee Camp

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

**Discussion 2 due 11/11**

**Week 12 11/11 Religion**

Magical Thinking

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

**Week 12 assignments due 11/18 11:55 pm**

**Week 13 11/18 Cultural Change**

Cultural Conservatism

Innovation

Diffusion

Revitalization

American culture

Applied anthropology

Globalization

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

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

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

# Syllabus Fall 2019 ant 2511

ANTHROPOLOGY 2511 Fall 2019

HUMAN SPECIES AND EVOLUTION

INSTRUCTOR: Vance Geiger, PhD

Office: 311k Howard Phillips Hall

Office Hours: Tuesday, Thursday 10:30 - 11:30; 1:30 - 2:30

Phone: 823-2227

E mail: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu)

Text: Human Evolution and Prehistory, Essentials of Physical Anthropology by Larson

Grading: 2 Exams, 100 points each = 200

10 Labs 10 points each = 100

Attendance = 100 minus 3 points every day missed

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

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## Academic Integrity

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

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

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

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

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

## In-Class Recording Policy

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

## Course Accessibility Statement

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

# Campus Safety Statement

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

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



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

## Deployed Active Duty Military Students

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

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Week 1: 5/8/26

Introduction to the course

Introduction to Anthropology: Four Fields

Scientific Method

READING: Online material

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Week 2: 9/2

Introduction to Evolutionary Thought up to Darwin

Reading: Larsen chapter 2

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Week 3: 9/9

Evolution: Darwin to Mendel

Molecular Genetics

READING: Larsen chapter 3

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Week 4: 9/16

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

Reading Larsen chapter 4

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Week 5: 9/23

Adaptation; Modern Evolutionary Theory

Taxonomy

READING: Larsen chapter 5

Exam 1

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Week 6: 9/30

Time Scales; Dating Methods

Primate Evolution Overview: From Here to There

READING: Larsen chapter 8

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Week 7: 10/7

Early Primate Evolution

Later Primate Evolution

Primate Models: Behavior, Communication

READING: Larsen chapters 7 and 9

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Week 8: 10/14

Paleoanthropology: Overview

Australopithicines Models, Behavior, Evolutionary Relationships

READING: Larsen chapter 10

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Week 9: 10/21

Homo Habilis

Homo erectus

Reading: Larsen chapter 10

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Week 10: 10/28

Archaic Homo sapiens

Homo Neanderthalis

READING: Larsen chapter 11

Exam 2

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Week 11: 11/4

Archaic Homo Sapiens:

Modern Homo sapiens

READING: Larsen chapter 11

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Week 12: 11/11

Human Adaptability and Diversity: Physiological Responses to Stress

READING: Larsen chapter 12

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Week 13 11/18 Human Ecology: Rappaport



Week 14 11/25 Human Ecology: Nembi Plateau

Week 15 12/3 - Last Day of class - Exam 3

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

**Instructor Information**

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

**Teaching Assistant**

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

**Required Course Materials/Resources**

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

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

**Course Description**

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

***Student Learning Objectives***

Upon successful completion of this course, each student will:

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

## **Grading**

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

Your grades will come from the following:

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

### ***Breakdown of Grading***

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

[Total Points: 240]

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

[Total Points: 20]

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

[Total Points: 40]

Total Possible Points: 300

### ***Course Grading Scale***

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

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

### **Extra Credit Opportunities**

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

### **In-Class Use of Technology**

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

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

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

Per university policy, you can submit make-up work for authorized university-sponsored activities, religious observances, or legal obligations. If this participation conflicts with your course assignments, students have 5 days to make up an assignment or exam for full credit. It is

each student's responsibility to provide a signed copy of the Program Verification Form to the instructor prior to the class in which the absence occurs.

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

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

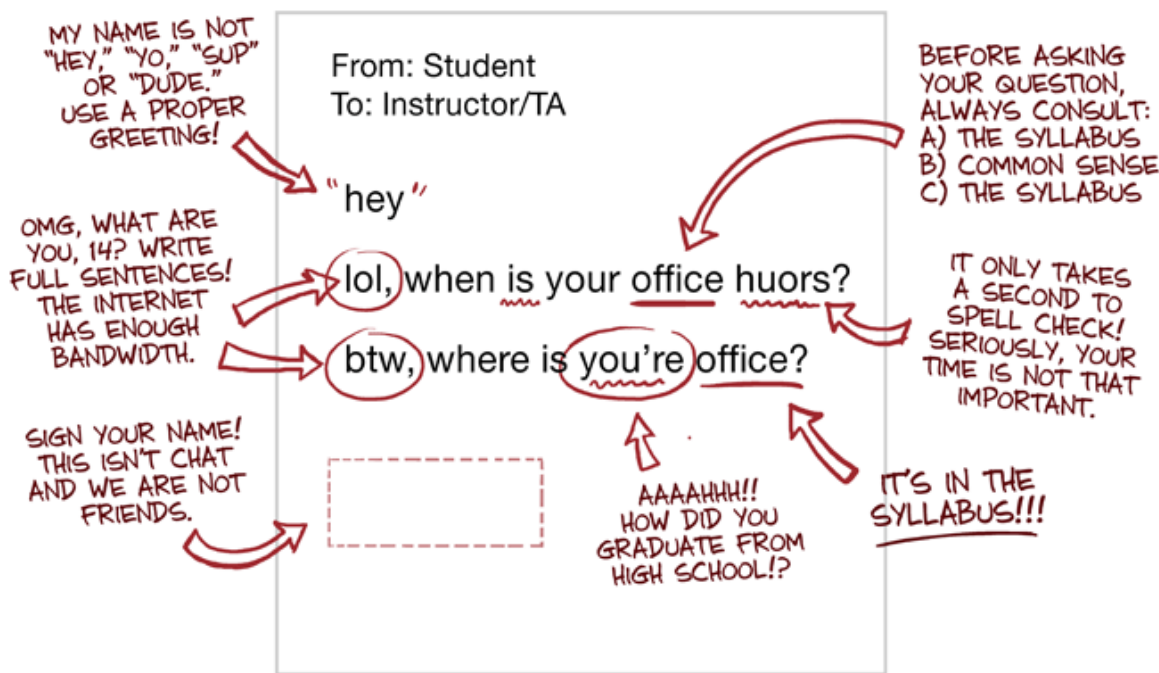
The above policies are non-negotiable.

### **Contacting the Instructor**

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

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

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



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

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

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

### **Addressing Me**

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

### **Respect for Diversity**

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please privately reach out to me. Courses are better off with engagement, even large ones. My own

views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

## Course Schedule

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

Week 1: Aug. 26 – 30

Topic: What Is Anthropology

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 1

Assignments: Syllabus Quiz (Extra Credit) & GEP Quiz (No Credit)

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

Topic: Why Is Evolution Important to Anthropologists?

Required Readings: *Anthropology: What Does It Mean to be Human?* Chapter 2

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

Assignments: In-Class Exercise 1 – Careers in Anthropology

Week 3: Sept. 9 – 13

Topic: What Can the Study of Primates Tell Us about Human Beings?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 3

Assignments: In-Class Exercise 2 – Anthropomorphism

Week 4: Sept. 16 – 20

Topic: What Can the Fossil Record Tell Us about Human Origins?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 4

Exam 1: Covers Chapters 1-4, 12:00am to 11:59pm Sept. 20.

Week 5: Sept. 23 – 27

Topic: What Can Evolutionary Theory Tell Us about Human Variation?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 5

Assignments: DMP Statement of Intent (Extra Credit)

Week 6: Sept. 30 – Oct. 4

Topic: How Do We Know about the Human Past?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 6

Assignments: Video Response 1 – *Who Owns the Past?*

Week 7: Oct. 7 – 11

Topic: Why Did Humans Settle Down, Build Cities, and Establish States?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 7

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

Week 8: Oct. 14 – 18

Topic: Why Is the Concept of Culture Important?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 8

Assignments: In-Class Exercise 4 – Culture Shock

Week 9: Oct. 21 – 25

Topic: Why Is Understanding Human Language Important?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 9

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

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

Topic: How Do We Make Meaning?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 10

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

Week 11: Nov. 4 – 8

Topic: Why Do Anthropologists Study Economic Relations?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 11

Assignments: In-Class Exercise 7 – “Peasant” Resistance in the 21<sup>st</sup> Century

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

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

Topic: How Do Anthropologists Study Political Relations?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 12

Week 13: Nov. 18 – 22

Topic: What Can Anthropology Teach Us about Sex, Gender, and Sexuality?

Readings: *Anthropology: What Does It Mean to be Human?* Chapter 13

Assignments: In-Class Assignment 8 – Gender Bias Bingo

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

Topic: Where Do Our Relatives Come From?

Read: *Anthropology: What Does It Mean to be Human?* Chapter 14

Assignments: Video Response 2 – *The Life and Times of Sara Baartman* (No Class Monday)



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

Topics: What Can Anthropology Tell Us about Social Inequality? & How Is Anthropology Applied in the Field of Medicine?

Readings: *Anthropology: What Does It Mean to be Human?* Chapters 15 & 16

Week 16: Finals Week (Dec. 9 – 13)

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

## **Important UCF Dates for Fall 2019**

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

August 29, 2019 - Drop/Swap Deadline

August 30, 2019 - Add Deadline

November 1, 2019 - Withdrawal Deadline

## **Academic Services and Resources**

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

## **UCF Cares**

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

## **Non-Academic Services and Resources**

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

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

## **Academic Integrity**

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

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

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

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

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

### **Course Accessibility Statement**

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

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

## **Campus Safety Statement**

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

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

## **Deployed Active Duty Military Students**

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

## **Copyright**

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

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

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

**ANT 2511: The Human Species**  
**Section 0002 | Fall 2019**  
**TT 9:00am-10:15am | PSY 108**

**Instructor Information**

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

**Teaching Assistant**

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

**Required Course Materials/Resources**

*Essentials of Biological Anthropology*. 4th Edition.  
By Clark Spencer Larson, W. W. Norton.

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

**Course Description**

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

***Student Learning Objectives***

Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.
- Provide an overview of the history of evolutionary thought.
- Provide an overview of modern genetics and evolutionary forces.

- Provide an overview of the living primates.
- Provide an overview of human evolution.
- Provide an overview of modern human variation and adaptation

## **Grading**

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

Your grades will come from:

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

## **Breakdown of Grading**

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

[Total Points: 240]

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

[Total Points: 20]

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

[Total Points: 30]

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

[Total Points: 30]

Total Possible Points: 320

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F	59.9 and below				

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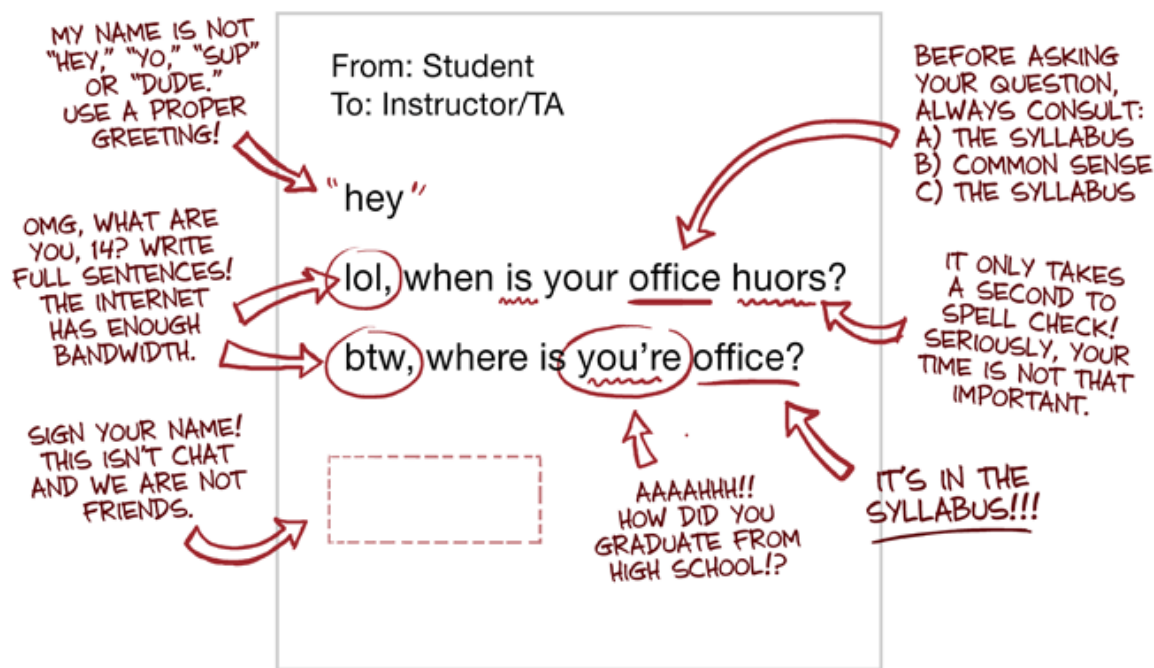
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Readings: Chapter 1

Assignments: Syllabus Quiz, GEP Quiz

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Topic: Evolution

Readings: Chapter 2

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

Week 3: Sept. 9 – 13

Topic: Genetics

Readings: Chapter 3

Assignments: In-Class Exercise 2 – Punnett Square

Week 4: Sept. 16 – 20 (No Class Thursday for Exam 1)

Topic: Genes and Their Evolution

Readings: Chapter 4

Assignments: Lab 1 – Hardy-Weinberg Equilibrium Lab

Exam 1: Covers Chapters 1-4. Available 12:00am to 11:59pm Sept. 19.

Week 5: Sept. 23 – 27

Topic: Biology in the Present

Readings: Chapter 5

Assignments: Video 1 Response – *State of Eugenic*

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Topic: The Other Living Primates

Readings: Chapter 6

Assignments: In-Class Exercise 3 – Defining Primate Characteristics

Week 7: Oct. 7 – 11  
Topic: Primate Sociality  
Readings: Chapter 7

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Readings: Chapter 7

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

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

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

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

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

Assignments: Lab 3 – 3D Hominins Lab

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

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

Week 14: Nov. 25 – 29 (No Classes Nov. 27 – 29)  
Topic: Origins, Evolution, and Dispersal of Modern Peoples, continued.  
Readings: Chapter 12

Assignment: Video 2 Response – *Dawn of Humanity* (No Class Tuesday)

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

Topic: Our Last 10,000 Years

Readings: Chapter 13

Assignments: In-Class Exercise 6 – The Future of Us

Exam IV: Covers Chapters 11-13. Available 12:00am to 11:59pm Dec. 5.

## **Important UCF Dates for Fall 2019**

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August 30, 2019 - Add Deadline

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## **Academic Integrity**

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

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

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

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

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

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

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

## **Deployed Active Duty Military Students**

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

## **Copyright**

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

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

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

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

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

**Instructor Information**

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Office Hours: TT 1:30pm – 2:30pm

Phone: 407-823-6503

Email: [Edward.Gonzalez-Tennant@ucf.edu](mailto:Edward.Gonzalez-Tennant@ucf.edu)

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

**Teaching Assistant**

TA: Morgan Ferrell

Email: [ferrellm@Knights.ucf.edu](mailto:ferrellm@Knights.ucf.edu)

Office: Main Campus, Phillips Hall, 309

Office Hours: TBD

**Required Course Materials/Resources**

*Essentials of Biological Anthropology*. 4th Edition.

By Clark Spencer Larson, W. W. Norton.

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

**Course Description**

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

***Student Learning Objectives***

Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.
- Provide an overview of the history of evolutionary thought.
- Provide an overview of modern genetics and evolutionary forces.



- Provide an overview of the living primates.
- Provide an overview of human evolution.
- Provide an overview of modern human variation and adaptation

## **Grading**

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

Your grades will come from:

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

## **Breakdown of Grading**

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

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

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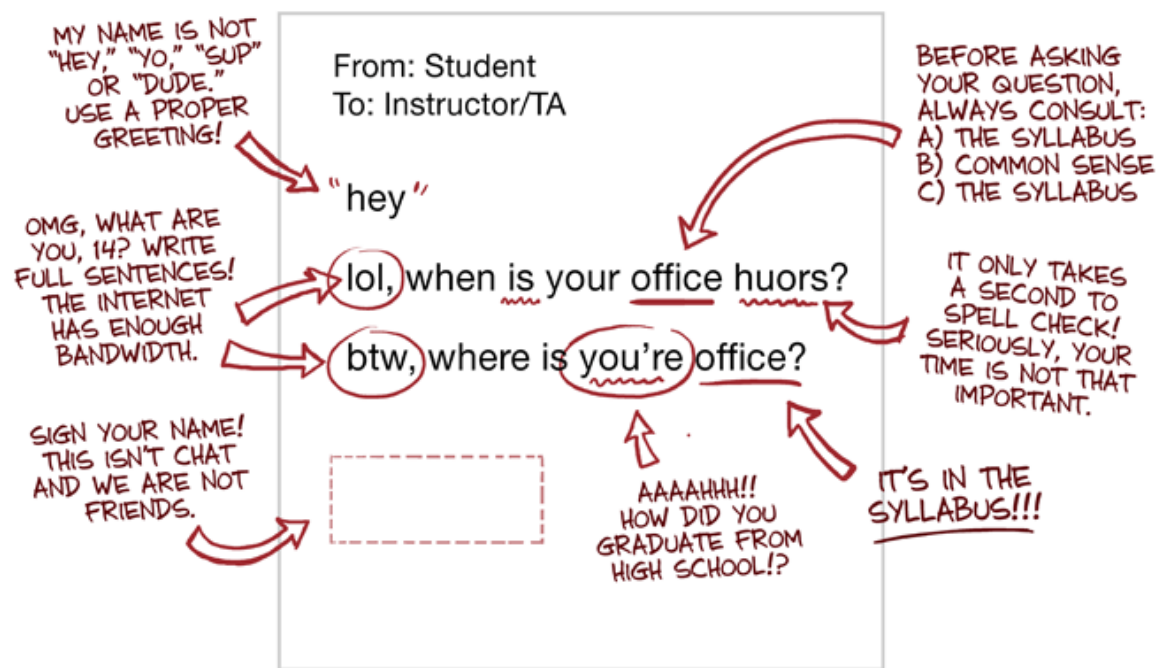
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Readings: Chapter 7

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Exam 2: Covers Chapters 5-7. Available 12:00am to 11:59pm Oct. 17.

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Readings: Chapter 11

Assignments: Lab 3 – 3D Hominins Lab

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

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

Week 14: Nov. 25 – 29 (No Classes Nov. 27 – 29)  
Topic: Origins, Evolution, and Dispersal of Modern Peoples, continued.  
Readings: Chapter 12

Assignment: Video 2 Response – *Dawn of Humanity* (No Class Tuesday)

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

Topic: Our Last 10,000 Years

Readings: Chapter 13

Assignments: In-Class Exercise 6 – The Future of Us

Exam IV: Covers Chapters 11-13. Available 12:00am to 11:59pm Dec. 5.

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

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

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

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

ANT 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](mailto: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* (Cattelino)

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**

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### **UCF Cares**

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

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## 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



**ANT2511 - Human Species**


**Sections: 0W60 and 0W61**

**Dr. Amanda Groff**

## Syllabus

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

### Instructor Contact:

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

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

## Course Information:

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

## Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we



will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

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

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

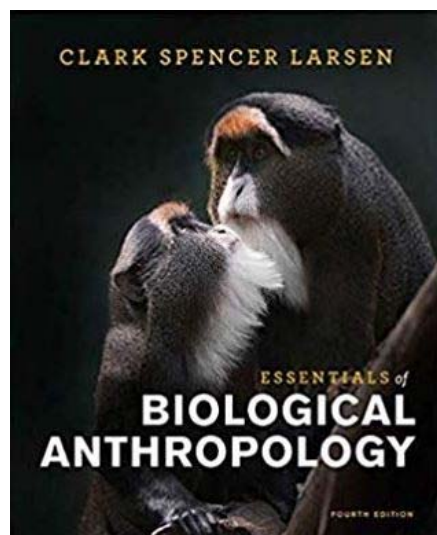
## **Course Objectives**

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

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

## **Required Text:**

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



**Title:** *Essentials of Biological Anthropology*, 4th Edition By Clark Spencer Larsen

**Publisher:** Norton

**Year:** 2018 ISBN: 978-0393667431

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

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

## Required Tools

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

## Course Requirements:

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

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

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

## Schedule

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

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

## GEP Quizzes

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

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

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

## Grading Scheme

Final grades in this class are weighted (see below)

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

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

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

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

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

## **Personal Adaptive Learning Reviews**

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

## **Reviewing Quiz/Assignment Questions:**

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

## **Important Dates and Information**

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

Withdrawal deadline for this course: Friday, November 1

Final course closing date: Monday, December 9

## **First Assignment and Your Financial Aid**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 30. Failure to do so will result in a delay in the disbursement of your financial aid.

## **Make-ups/Excuses:**

There are NO make-ups in this course. As each set of modules closes approximately every two- three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences MUST be provided within one week after the module closing in order for a make-up to be allowed. \*\*\* A broken computer is NOT a valid excuse.

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

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

## **Discussion Board Appropriateness:**

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

## **Student Non-solicitation**

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

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

## **Email Appropriateness:**

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

## **Online Technology**

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

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

## **Academic Integrity**

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

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

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

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

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

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

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

## **Course Accessibility Statement**

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

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

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

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together.



Students should be aware of the surroundings and familiar with some basic safety and security concepts.

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



## **Deployed Active Duty Military Students**

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

## **Copyright**

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

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

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

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

## **My expectations of you for taking Human Species**

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

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

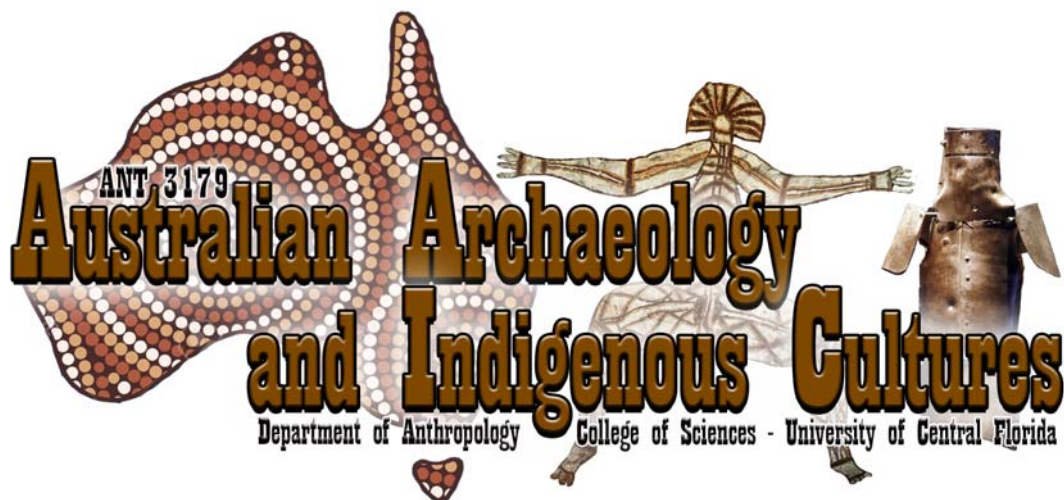
You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

## **Final Comments**

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

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


# Syllabus-



## ANT 3179: Australian Archaeology and Indigenous Cultures

### Syllabus

### Instructor Contact

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

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

## Course Information

<b>Course Name</b>	ANT 3179- Australian Archaeology and Indigenous Cultures
<b>Credit Hours</b>	3 hrs
<b>Prerequisites</b>	Sophomore standing or CI
<b>Corequisites</b>	None
<b>Semester/Year</b>	Fall 2019
<b>Location</b>	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
<b>TOTAL</b>	<b>380</b>	<b>135</b>	

## 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) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html))
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.  
[You CAN Survive an Active Shooter](https://youtu.be/NIKYaJEx4pk) (<https://youtu.be/NIKYaJEx4pk>)

## **Deployed Active Duty Military Students**

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

## **Copyright**

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

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

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

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

## **My expectations of you for taking 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.