

ETHNOGRAPHIC RESEARCH METHODS



ANG 6801

Section 0001

Fall 2019

Tuesday: 6:00 pm – 8:50 pm

HPH 409M

3 Credit Hours

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

Course Description

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

Public Course Description

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

Prerequisites

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

Student Learning Objectives

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

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

Class Structure

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

Course Requirements

Attendance

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

Reading and Participation

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

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

CITI Training

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

Reading Responses

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

Mini Project

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

Project Presentation

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

Grading Structure

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

Grading Scale

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

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

Course Policies

Respectful Behavior

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

Knights Email and Webcourses Communication

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

Late Policy

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

Grade Disputes

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

Academic Integrity

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

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

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

Responses to Academic Misconduct

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

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

Student Accessibility

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

Campus Safety

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

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator (AED). To learn where those are located: <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on the left)
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. Click on "Student Self Service" located on the left side of

the screen in the tool bar, scroll down to the blue “Personal Information” heading on the Student Center Screen, click on “UCF Alert,” fill out the information (including email address, cell phone number, and cell phone provider), click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with Dr. Harris outside of class.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

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

Religious Observance

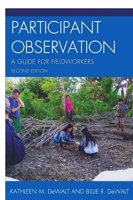
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Academic Activity Record

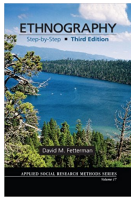
DO THIS ASAP! All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the “Academic Activity” assignment by **Friday, August 30**, by answering a few questions pertaining to this syllabus. The assignment can be found on the course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

Required Texts

The following books are required for this course:



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



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



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

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

Course Schedule

Week 1

Tuesday, August 27

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

Fetterman, pg. 1-32

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

Week 2

Tuesday, September 3

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

Week 3

Tuesday, September 10

Reading
Response #1

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

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

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

Week 4

Tuesday, September 17

Reading
Response #2

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

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

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

Week 5

Tuesday, September 24

Reading
Response #3
AND
CITI Training
Due

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

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

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

Week 6

Tuesday, October 1

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

Reading
Response #4

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

Week 7

Tuesday, October 8

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

Reading
Response #5

DeWalt and DeWalt, pg. 109-136

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

Week 8

Tuesday, October 15

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

Reading
Response #6
AND
Research
Proposal Due

DeWalt and DeWalt, pg. 211-226

Fetterman, pg. 133-151

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

Week 9

Tuesday, October 22

Reading
Response #7

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

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

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

Week 10

Tuesday, October 29

Reading
Response #8

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

Fetterman, pg. 93-109

Week 11

Tuesday, November 5

Reading
Response #9

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

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

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

Fetterman, pg. 113-131

Week 12

Tuesday, November 12

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

Reading
Response #10
AND
Data
Collection and
Analysis Due

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

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

Week 13

Tuesday, November 19

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

Reading
Response #11

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

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

Week 14

Tuesday, November 26

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

Reading
Response #12

Week 15

Tuesday, December 3

- Student presentations
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Tuesday, December 10

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

Mini Project Report due
via Webcourses by
11:59pm

ANTHROPOLOGY OF DRUGS AND ADDICTION



ANT 4481

Section 0001

Fall 2019

Tuesday and Thursday: 12:00 pm – 1:15 pm

NSC 110

3 Credit Hours

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

Graduate Teaching Assistant: Suzanne Draper
Department of Anthropology
Howard Phillips Hall 309
suzanne.draper@ucf.edu
407-823-2227
Office Hours: Wed: 2:00 – 4:00

Course Description

Drugs have been a constant and often controversial component of human history. They play a powerful role in political debates and economic transactions. They are central to health interventions and projects. They serve as both a facilitator and a subject of informal interactions and conversations. Drugs are, undoubtedly, an important part of our collective and daily lives.

Anthropologists have long studied drugs, focusing heavily on the phenomena of drug use and addiction. This course explores this scholarship to trace how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. By engaging with texts from the mid-twentieth century to the present, this course examines the range and variety of anthropological and ethnographic research produced on these topics. We will cast a wide net and offer broad definitions of “drugs” and “addiction.” This will allow us to not only draw on a diverse array of anthropological readings and themes, but also investigate how legal and illegal substances are culturally consumed, abused, enjoyed, regulated, celebrated, and vilified.

Public Course Description

Anthropological approaches of drugs and addiction in the U.S. and internationally as topics of cultural, political, economic, and health concerns

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to provide you with an overview of the rich anthropological scholarship on drugs and addiction; 2) to expose you to the variety of anthropological perspectives from which to explore the complex issues of drug use and addiction; and 3) to create opportunities for you to think critically about how drugs and addiction are understood, analyzed, and managed as topics of cultural, political, economic, and health importance.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance Policy

You are expected to attend all classes, and attendance will be recorded. If you leave class early without letting Dr. Harris or the GTA know the reason before the class, you will be marked absent for the entire class. Additionally, phone use during class will be noted in the grade roster, which will be used as a negative when calculating your final grade.

Midterm Exam (50 points)

The midterm exam will consist of multiple choice, true/false, and/or short answer questions, and will cover topics from all texts, videos, and lectures from the first half of the semester. There will be **NO** make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would affect your ability to take the midterm exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Final Exam (80 points)

The cumulative final exam will consist of multiple choice, true/false, and/or short answer questions. It will cover topics from all texts, videos, and lectures from the course, with an emphasis on the last half of the course material. There will be **NO** make-up exam except for serious illness, personal/family tragedy, authorized UCF activity, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would affect your ability to take the final exam as scheduled. Please bring a brown scantron and #2 pencil to the exam.

Quizzes (5 points each, 70 points total)

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for

that day, and will consist of 1-2 questions aimed at assessing whether or not you closely read the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, and/or short answer. Quizzes will be administered at the beginning of class. If you arrive after the 5-minute mark after class begins, you will not be allowed to take the quiz. There will be **NO** make-ups for missed quizzes because your two lowest scores will be dropped.

Grading Structure

Midterm exam	50 points
Final exam	80 points
Quizzes	70 points
<u>Total:</u>	200 points

Attendance record and class participation will be used to help students in borderline cases.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Research has shown that taking notes on a computer is less effective than taking notes with pen and paper. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, please bring hard copies of the readings for use during class discussion. You can print 50 double-sided pages (100 sides, black & white) per week for **free** at different locations (<https://studentunion.ucf.edu/spaces/lab>). If you are an Honors College student, you should check with your college or department to see if they provide facilities for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

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

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

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

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

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

Religious Observance

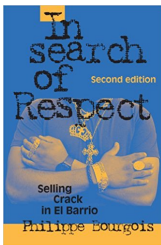
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Academic Activity Record

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

Required Texts

The required book for this course is:



- Bourgois, Philippe. 2003. *In Search of Respect: Selling Crack in El Barrio*. Cambridge: Cambridge University Press.

The required book is available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses website for this course. All assigned articles are listed in the class schedule below, which specifies when you are expected to read them. Please download articles to your computers and/or print them so you can make notes on them and have them available for review later in the semester. To access Webcourses: login on webcourses.ucf.edu website, then go to Courses, and then select our class ANT4481-19Fall 0001. For technical support with Webcourses, call 407-823-0407.

Course Schedule

Week 1

Tuesday, August 27

- TOPIC: Course Overview / Syllabus

Thursday, August 29

- TOPIC: Defining “Drugs”
- READING: Sherratt, Andrew. 1995. “Peculiar Substances.” In *Consuming Habits: Drugs in History and Anthropology*, edited by Jordan Goodman, Paul E. Lovejoy, and Andrew Sherratt, 1-10. London: Routledge.

Week 2

Tuesday, September 3

- TOPIC: Traditional Use
- IN-CLASS FILM: Ancient Drugs

Thursday, September 5

- TOPIC: Traditional Use – Coca
- IN-CLASS FILM: Mama Coca: The Sacred Leaf

Week 3

Tuesday, September 10

- TOPIC: Traditional Use – Coca
- READING: Allen, Catherine J. 1988. “To Be Quechua: The Symbolism of Coca Chewing in Highland Peru.” *American Ethnologist* 8:157-171.

Quiz #1

Thursday, September 12

- TOPIC: Defining “Addiction”
- READINGS: Singer, Merrill. 2012. “Anthropology and Addiction: An Historical Review.” *Addiction* 107:1747-1755.

“What is Addiction?” 2014. New York Times, 10 February.

Week 4

Tuesday, September 17

- TOPIC: Legal Drugs – Alcohol
- READING: Glasser, Irene. 2012. “The Many Faces of Alcohol Use” from *Anthropology of Addictions and Recovery*, 17-33. Long Grove: Waveland Press.

Thursday, September 19

Quiz #2

- TOPIC: Legal Drugs – Alcohol
 - READING: Spicer, Paul. 1997. “Toward a (Dys)functional Anthropology of Drinking: Ambivalence and the American Indian Experience with Alcohol.” *Medical Anthropology Quarterly* 11:306-323.
-

Week 5

Tuesday, September 24

- TOPIC: Legal Drugs – Tobacco
- READING: Glasser, Irene. 2012. “Tobacco and Its Global Reach” from *Anthropology of Addictions and Recovery*, 35-50. Long Grove: Waveland Press.

Thursday, September 26

Quiz #3

- TOPIC: Legal Drugs – Tobacco
 - READING: Roy, Anupom. 2011. “Tobacco Consumption and the Poor: An Ethnographic Analysis of Hand-rolled Cigarette (*Bidi*) Use in Bangladesh.” *Ethnography* 13: 162-188.
-

Week 6

Tuesday, October 1

Quiz #4

- TOPIC: Race and Drugs
- READING: Mendoza, Sonia, Alexandra E. Hatcher, and Helena Hansen. 2019. “Race, Stigma, and Addiction.” In *The Stigma of Addiction*, edited by Jonathan D. Avery and Joseph J. Avery, 131-152. Cham: Springer International Publishing.

Thursday, October 3

Quiz #5

- TOPIC: Race and Drugs
- READING: Mohamed, A. Rafik, and Erik D. Fritsvold. 2011. “Under the Cover of Privilege: College Drug Dealing in the United States.” In *Children of the Drug War: Perspectives on the Impact of Drug Policies on Young People*, edited by Damon Barrett, 91-103. New York: International Debate Education Association.

Week 7

Tuesday, October 8

- TOPIC: Midterm review

Thursday, October 10

Midterm Exam

Week 8

Tuesday, October 15

- TOPIC: Street Drugs
- READING: Waterston, Alisse. 1993. "Toward a Political Economy of Drugs" from *Street Addicts in the Political Economy*, 1-37. Philadelphia: Temple University Press.

Quiz #6

Thursday, October 17

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Introduction – Chapter 1

Quiz #7

Week 9

Tuesday, October 22

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 2 – 3

Quiz #8

Thursday, October 24

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 4 – 5

Quiz #9

Week 10

Tuesday, October 29

Quiz #10

- TOPIC: Street Drugs – NYC
- READING: Bourgois, Chapter 6 – 7

Thursday, October 31

Quiz #11

- TOPIC: Street Drugs – NYC
 - READING: Bourgois, Chapter 8 – 9
-

Week 11

Tuesday, November 5

Quiz #12

- TOPIC: Opioids
- READING: Mendoza, Sonia, Allyssa Stephanie Rivera, and Helena Bjerring Hansen. 2018. “Re-racialization of Addiction and the Redistribution of Blame in the White Opioid Epidemic.” *Medical Anthropology Quarterly* 33:242-262.

Thursday, November 7

Quiz #13

- TOPIC: Harm Reduction – Overdose
 - READING: Fraser, Suzanne, Adrian Farrugia, and Robyn Dwyer. 2018. “Grievable Lives? Death by Overdose in Australian Newspaper Coverage.” *International Journal of Drug Policy* 59:28-35.
-

Week 12

Tuesday, November 12

Quiz #14

- TOPIC: Harm Reduction – HIV/AIDS
- READING: Szott, Kelly. 2018. “Heroin is the Devil?: Addiction, Religion, and Needle Exchange in the Rural United States.” *Critical Public Health*.

Thursday, November 14

Quiz #15

- TOPIC: Drug or Medicine? – Psychedelics
 - READING: Dobkin de Rios, Marlene. 1984. “Urban Amazonian Mestizos of Peru” from *Hallucinogens: Cross-Cultural Perspectives*, 173-189. Albuquerque: University of New Mexico Press.
-

Week 13

Tuesday, November 19

- TOPIC: Drug or Medicine? – Psychedelics
- READING: Rodger, James. 2011. “The Visionary Cure of the Addiction War? Ibogaine: Social Context, Subcultural Identity, and Implications for Drug Policy.” *Drugs and Alcohol Today* 11:77-89.

Thursday, November 21

- TOPIC: Drug or Medicine? – Marijuana
 - IN-CLASS FILM: Reefer Madness
-

Week 14

Tuesday, November 26

Quiz #16

- TOPIC: Drug or Medicine? – Marijuana
- READING: Chapkis, Wendy. 2007. “Cannabis, Consciousness, and Healing.” *Contemporary Justice Review* 10:443-460.

Thursday, November 28

NO CLASS (THANKSGIVING)

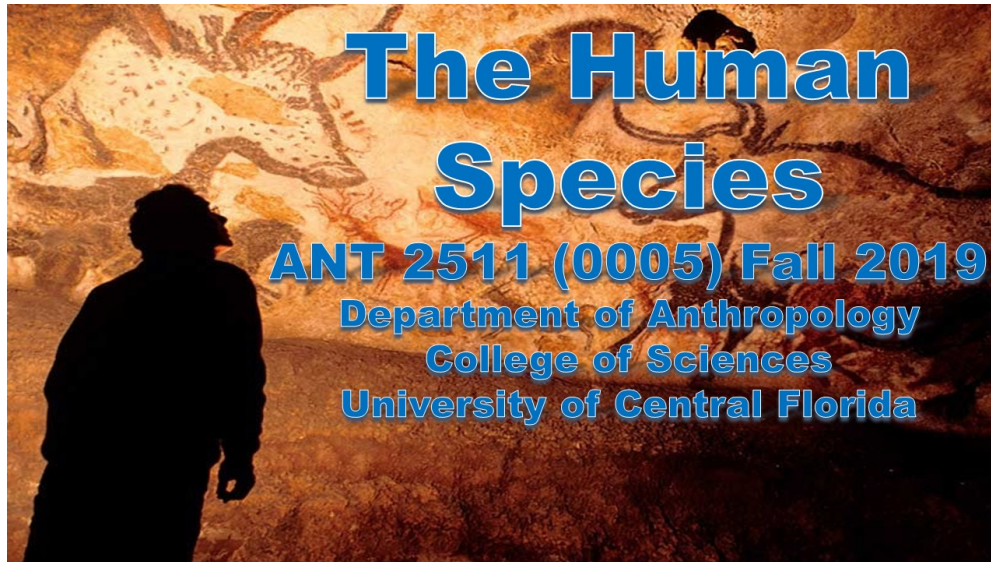
Week 15

Tuesday, December 3

- TOPIC: Final exam review

Thursday, December 5

Final Exam
10:00am - 12:50pm



Course Information

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


Professor Contact

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

UCF Catalog Description

Human biological variation in an evolutionary perspective.

Course Outline

Click [here](#)  for the course outline. Pay special attention to the due dates throughout the semester.

Course Description

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

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

What skills will I have after taking this course?

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

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

What textbooks will I need?

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

Essentials of Physical Anthropology

Author: Clark Spencer Larsen

Edition: 4th

Year: 2019

Publisher: W.W. Norton

ISBN: 9780393667431

Available in paperback, rental, or e-book formats

What is the course format?

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

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

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

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

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

highly **recommend that you review the current information in the WebCourses tutorial links** provided in the COURSE INTRO module.

What are the course requirements?

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

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

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

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

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

How is respect for diversity maintained?

This class will be conducted in a way that **respects all aspects of diversity**. It is expected that everyone show respect for one another and the diverse issues and

concepts that we may encounter and/or discuss in class. Everyone must be given a chance to express their thoughts in class discussion without interruption or ridicule.

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

How do I get started in the course?

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

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

How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following: Note: Grades are weighted and amount of points out of total possible does not reflect final grade percentage.

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

You can access your grades for quizzes, assignments, and exams through the 'Grades' link in the main course menu on the left. It is **your responsibility to check on your grades throughout the course.** Please allow a reasonable amount of time to pass for the grading process to take place. All student grades for each quiz, assignment or exam will be released (unmuted) at the same time. If you have any questions concerning your

quiz, assignment, or exam scores **after the grade column has been released**, please notify me using '**WebCourses Inbox**' link in the main course menu on the left, and I will address the concern as soon as possible. Questions regarding your score must be addressed **within one week of the grade being released**.

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

Correct answers for each chapter quiz will be available in student view after grades have been posted. **Please check the course announcements** to know when this feature is available.

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

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

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

What if I miss a quiz, assignment or exam?

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

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

How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on any quiz, assignment or exam will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be subject to appropriate referral to the [Office of Student Conduct](#)**Links to an external site.** for further action (e.g., 'Z' grades and possible expulsion). See the [UCF Golden Rule](#)**Links to an external site.** for further information. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

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

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

Why should I use WebCourses Inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 48 hours**. Please keep in mind that your professors may only check their UCF email once, if at all, during the weekend hours or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must use the WebCourses Inbox or UCF Knight's Mail systems**.

What are the technology and software requirements?

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

website: <http://guides.ucf.edu/content.php?pid=137016&sid=1173345>. [Links to an external site.](#)

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

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

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

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

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

If you are experiencing problems accessing materials or submitting your work, please contact me so we can point you in the proper direction to resolve the problem. The

quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

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

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

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

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

Is the course accessible for students with disabilities?

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

If you receive SAS-approved learning accommodations, please feel free to speak with us at any point in the semester with any related concerns. It is always best if we can speak at least one week prior to the possible need for any added accessibility modifications,

but we will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

What if I am an active duty military student?

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

What should I know about Campus Safety?

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

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



[external site.](#)

>).

What is the course lecture and assignment schedule?

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

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

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

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

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

ANT3241-0W60 - Magic, Ritual, and Belief

Zachary Hawk

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

Course Syllabus

Contacting the Professor

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

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

E-mail: Zachary.Hawk@ucf.edu

Course Description:

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

Course Objectives

The objectives of this course are fourfold:

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

Required Texts (purchase in Bookstore)

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

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

Tests:

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

Discussion Rubric

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

Course Assignments:

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

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

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

ANG 5486: Quantitative Research in Anthropology

Course Information

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

Class Number: 82893

Course ID: 044778

Dates: 8/28/19 – 12/11/19

Course Type: Face to Face Instruction (P)

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

Credit Hours: 3.0

Semester/Year: Fall 2019

Location: Psychology Building (PSY), Room 107

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

Professor Information

Professor: Kelly Heim, Ph.D.

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

Office Phone: (407)823-2124

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

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

University Course Catalog Description

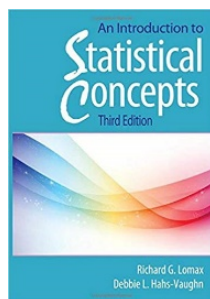
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Course Overview and Goals

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

Required Textbooks

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



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

Additional Required Reading

Numerous PDFs of published manuscripts will be provided through Webcourses.

Required Software

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

Grading

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

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

Total = 420 points

Grading Scale

The following grading scale will be used in this course:

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

Financial Aid Requirement

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

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

Graduate-Student Led Discussion Information and Requirements

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

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

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

Participation (60 points):

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

Homework Description and Requirements

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

Dataset Analysis: Presentation and Written Analysis

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

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

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

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

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

Instructions to Save and Load Datasets

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

Rules of Conduct Statement

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

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

Unauthorized Use of Class Materials or Class Notes Statement

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

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

Academic Integrity Statement

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

Make-Up Assignments for Authorized University Events or Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

Religious Observances

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

Deployed Active Duty Military Students Statement

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

Important Dates

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

Schedule

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

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

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

ANT 4591: Quantitative Methods in Biological Anthropology

Course Information

Course Name: Quantitative Methods in Biological Anthropology (ANT 4591-0M01)

Class Number: 92179

Course ID: 046681

Dates: 8/26/19 – 12/11/19

Course Type: Mixed Mode / Reduced Seat Time (M)

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

Credit Hours: 3.0

Semester/Year: Fall 2019

Location: Business Admin 1 (BA1), Room 121

Day/Time: Monday/Wednesday 12:30-1:20 pm

Professor Information

Professor: Kelly Heim, Ph.D.

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

Office Phone: (407)823-2124

Office Hours: MW, 11:00 AM – 12:00 PM and 2:00 PM – 3:00 PM, or by appointment

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

University Course Catalog Description

Biological anthropology methodological approaches to analyzing quantitative data, interpreting and writing results. Prerequisite STA 2014C or consent of instructor.

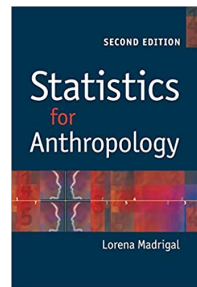
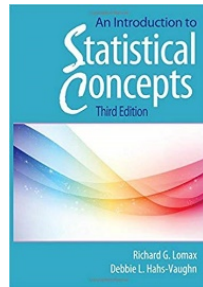
Course Overview and Goals

This course introduces students to basic methodological approaches for analyzing anthropological quantitative data, which often include a biological or physical interpretative framework (e.g., morphometrics, growth changes, sexual dimorphism, congenital anomalies, genetic or environmental effects, treatment effects, evolution, development, forensics, primatology, etc.). This course is designed for anthropology students with little to no quantitative background. Students will develop basic IBM SPSS software skills related to anthropological research and learn how to carry out basic procedures using anthropological quantitative data. Students will be introduced to anthropological concepts related to graphical techniques, frequency distributions for summarizing and displaying data, research design, sampling, sample size, measurement error, distribution types, probability, and basic univariate hypothesis testing of means and proportions. Students will learn how to organize and summarize quantitative data, and how to interpret and present statistical results, as appropriate for the anthropology discipline. Students will read directly from peer-reviewed literature to be exposed to various types of anthropological methodology and application of statistical methods to

datasets. Students will also lead critical analysis discussions based on original anthropological literature.

Required Textbooks

1. An Introduction to Statistical Concepts (3rd edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn
2. Statistics for Anthropology (2nd edition) by Lorena Madrigal



Additional Required Reading

Numerous PDFs of published manuscripts will be provided through WebCourses.

Required Software

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

Grading

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

1. Financial Aid Requirement (10 points)
2. Homework assignments (7 per semester – 10 points each)
3. Friday activities (6 per semester – 10 points each)
4. Lead class discussions (4 per semester – 20 points each)
5. Participate in all class discussions (Online – 30 points; In-Person – 70 points)
6. Approval of final dataset (10 points)
7. Written plan for final dataset analysis (10 points)
8. Final dataset analysis presentation (50 points)
9. Final dataset written analysis (100 points)

Total = 490 points

Grading Scale

The following grading scale will be used in this course:

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

Study Requirements

You should attend all lectures, complete all reading assignments, and take notes on lectures and reading material.

Attendance

Attendance is important for understanding course materials and to be successful in this course. Concepts covered in this course build on each other. If you miss a class, it could impair your ability to understand future topics. Make sure you obtain notes from a fellow classmate if you miss class.

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must contribute to the “Beginning of Class” discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (8/30).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board will be worth 10 points.

Homework Description and Requirements

Students will complete a total of 7 homework assignments, worth 10 points each. Homework assignments are designed to provide evidence of mastery of course concepts. Homework assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. (For example, Homework 1 is due 9/20 and will be found in the Sept. 16-20 module, but it will become available on 9/13 for you to see.) You will upload each homework assignment through WebCourses by 11:59 pm EST on Friday each week they are due. Typically, I will not accept late homework assignments, unless there are special circumstances with documentation. When I approve a late assignment, you will lose 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment.

Friday Activity Description and Requirements

For weeks when you do not have homework assignments due on Friday, we’ll be engaging with the material in other ways through WebCourses. There will be 6 Friday activities, worth 10 points each. Some weeks, this may mean watching a video I provide and posting comments in the discussion board. Other times, I might ask you to go find articles in main-stream media that relate to the statistical methods we covered that week. Specific descriptions of each Friday

activity will be available on WebCourses the week before they are due, and you must participate in this activity by 11:59 pm EST on the due date.

Student-Led Discussion Information and Requirements

Throughout the semester, you will be assigned reading material that relates to biological anthropology history, research, and methods. For each discussion day, pairs or small groups will lead a class discussion about the topics covered in the assigned papers. Because not every topic has the same number of articles, some students may be in charge of more material than others. This will be based on the luck of the draw, and you can consider it your first lesson in the laws of chance and probability. Ultimately, the goal is for you to learn how to read *and* critique assigned papers based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and do not overstate the results (also where relevant). This skill takes time to develop, and I expect everyone to get better at it as class progresses. **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other, but do so in a polite and respectful way.

Discussion Leaders (4 per semester – 20 points each):

- Begin with a summary of the paper's topics, methods, and results.
- Come to class with at least 5 questions to ask your fellow students to stimulate discussion, and turn in a hard copy of these questions to the instructor at the end of class. Your goal is to elicit conversation from your classmates using questions and comments that facilitate discussion.
 - When there is a lack of participation, you can call on students and make them present their own questions or thoughts.
- You may bring in supplementary resources if applicable (short video clips, related news pieces, etc.), but these should take up no more than 10 minutes of the class period. Your focus should be on the assigned articles.
- Graded based on quality of questions (thoughtful, open-ended, etc.) and ability to lead and facilitate discussions for an appropriate amount of time.

Participation (Online – 30 points; In-Person – 70 points):

- Online Participation
 - There are six discussion weeks. Every week, you must respond to *at least* 2 of the assigned articles in the associated WebCourses discussion board before the beginning of class (12:30 pm EST) on the day the material will be covered. Your post can include questions you wanted to ask or topics you found interesting in the assigned reading material.
 - Graded based on whether posts were made each week and quality of posts.
- In-Person Participation
 - Come prepared to discuss the assigned articles – read the material beforehand, take notes, bring any questions or comments you wrote on WebCourses as potential discussion material.

- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

Dataset Analysis: Presentation and Written Analysis

Your big project for the semester will be a group dataset analysis. You will need to present your results two ways: during class in a presentation format and in a written format due by the date of our final exam (**TBA**). Throughout the semester, student groups will build their own unique dataset. Student groups will generate descriptive statistics for this dataset, and you will conduct inferential statistical tests of means or proportions as appropriate for the dataset generated. *More information in Dataset Analysis Handout on WebCourses.*

- **Approval of Topic (10 points)** – Your group’s proposed topic and a description of measurements you will be using in your dataset must be approved by the instructor before the beginning of class on Sept. 11th.
- **Written Plan for Dataset Analysis (10 points)** – As a group, you will turn in a printed proposal for your dataset analysis by the beginning of class on Oct. 16th.
- **Group Dataset Presentation (50 points)** – At the end of the semester, your group will give an 8-minute PowerPoint presentation of your analysis results to the class, and you will be expected to answer at least 2 minutes of questions afterwards.
- **Group Dataset Written Analysis (100 points)** – As a group, you will write up a report describing the dataset you created, your hypothesis, the statistical tests you chose and why they are appropriate for your dataset, and the results of your analyses. Essentially, your final written analysis should be the written version of what you presented to the class, due by **TBA**.

Instructions to Save and Load Datasets

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

Rules of Conduct Statement

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

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

Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

Make-Up Assignments for Authorized University Events or Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

Religious Observances

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

Deployed Active Duty Military Students Statement

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

Important Dates

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

Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due
Aug. 26 - 30	Introduction to course and syllabus Introduction to Statistics	Lomax Chapter 1 Madrigal Chapter 1	Contribute to “Beginning of Class” discussion board by August 30 th , 11:59 pm EST to verify academic engagement.
Sept. 2 - 6	Evaluation of quantitative methods based on scientific method and history of biological anthropology No class Monday – Labor Day	Wednesday: Peregrine et al. 2012 Gould 1982 Marks 2012	Discussion Week 1 Friday Activity 1
Sept. 9 - 13	Data representation	Lomax Chapter 2 Madrigal Chapter 2	Dataset topic and measurements must be approved by 9/11 Friday Activity 2
Sept. 16 - 20	Univariate population parameters	Lomax Chapter 3	Homework 1 due 9/20
Sept. 23 - 27	Evaluation of quantitative methods based on human evolution and primatology	Monday: Brown et al. 2004 Ungar and Sponheimer 2011 Chaplin and Jablonski 2013 Wednesday: Brauer and Call 2015 Ruiz-Lopez et al. 2016	Homework 2 due 9/27 Discussion Week 2
Sept. 30 - Oct. 4	Normal distribution and standard scores	Lomax Chapter 4	Friday Activity 3
Oct. 7 - 11	Evaluation of quantitative methods based on bioarchaeology and forensic anthropology	Monday: Agarwal 2012 Kutterer and Alt 2008 Wednesday: Adams et al 2019 Wescott et al 2018 Lesciotto and Doershuk 2018	Homework 3 due 10/11 Discussion Week 3

Oct. 14 - 18	Introduction to probability and sample statistics	Lomax Chapter 5 Madrigal Chapter 3 (pgs. 42-48; 57-79)	Plan for final dataset analysis due by 10/16 Friday Activity 4
Oct. 21 - 25	Evaluation of quantitative methods based on morphometrics	Monday: Ward 1989 Shaner et al. 1998 Wednesday: Farkas et al. 2004 DeLeon 2007	Homework 4 due 10/25 Discussion Week 4
Oct. 28 - Nov. 1	Introduction to hypothesis testing: Inferences about a single mean	Lomax Chapter 6 Madrigal Chapter 4	Friday Activity 5
Nov. 4 - 8	Inferences about the difference between two means	Lomax Chapter 7 Madrigal Chapter 5 Madrigal Chapter 7 (pgs. 146-153; 159-164)	Homework 5 due 11/8
Nov. 11 - 15	Evaluation of quantitative methods based on biomedical anthropology No class Monday – Veteran’s Day	Wednesday: Johnston and Low 1984 Hill et al. 2011 McDade 2001	Homework 6 due 11/15 Discussion Week 5 <i>Kuru: The Science and the Sorcery</i>
Nov. 18 - 22	Inferences about Proportions	Lomax Chapter 8 Madrigal Chapter 8 (pgs. 166-170; 178-183; 189-190)	Friday Activity 6
Nov. 25 - 29	Evaluation of quantitative methods based on demography No class Wednesday or Friday – Happy Thanksgiving!	Monday: Wittwer-Backofen et al. 2008 Jones and DeWitte 2012	Discussion Week 6
Dec. 2 - 6	N/A	Monday: Final dataset presentations Wednesday: Online day	*Homework 7 due 12/2 Final dataset analysis write-up due by *TBA*

*You have a week and a half to complete Homework 7 since its due date would fall during the Thanksgiving holiday, but you are free to turn it in as soon as you are finished!

Course Syllabus

[Jump to Today](#)



ANG 6168: The Ancient Maya

Department of Anthropology

College of Sciences, University of Central Florida

Fridays 10AM-12:50PM MSB 149

COURSE SYLLABUS

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall 409P

Phone: 407-823-6554

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

Online Office Hours: Wednesdays 10-11 AM

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

Skype address: search for brigittekovacevich@gmail.com

Course Description

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

Teaching Method

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

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

University Course Catalog Description

ANG 6168 COS-ANTHRO 3(3,0)

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

Course Objectives

The some of the major questions in this course are:

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

Course Prerequisites

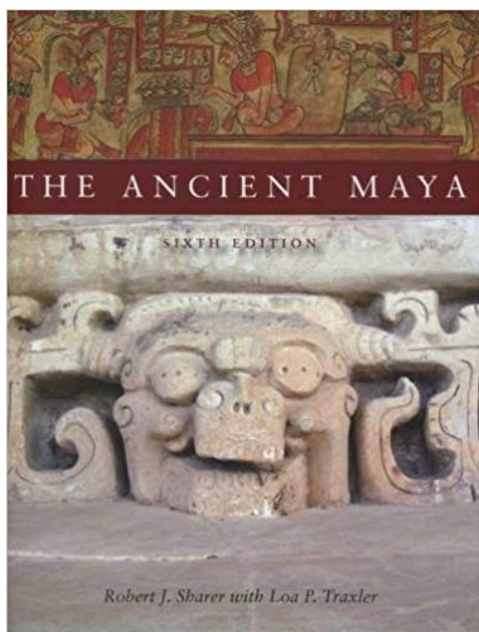
PR: Admission to Anthropology MA, Maya Studies GC, or C.I.

Recommended Text

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

Sharer, Robert J. and Loa P. Traxler

2004 The Ancient Maya. Sixth Edition. Stanford: Stanford University Press. ISBN 0-8047-4817-9



Additional Readings

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

Requirements

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

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

Attendance and Class participation (10%)

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

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

Discussion Leading (2; 10%)

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

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

Article Presentations (2; 10%):

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

Weekly 2-page summaries (10; 20%)

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

Final Project (40%)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Final Presentations (10%)

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

Grading Scale (%)

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-

Grading Scale

(%)

0 - 59 F

Grade Dissemination

Graded tests in this course will be returned individually and then passed back by the professor via Webcourses and speedgrader. You can access your scores for any assignment at any time using the gradebook function in Webcourses. Please note that scores returned mid-semester are unofficial grades. Please remember that final Grades are FINAL!

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, debates, or writing assignments. Writing assignments turned in late will be assessed a penalty: a half-letter grade and/or 1 point reduction if it is one day late, or a full-letter grade for each following day.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides, etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Laptop Usage: Laptops or tablets are allowed for taking notes, although I encourage you to take notes the old-fashioned way. We will occasionally do research in class and a laptop or tablet or phone would be handy, but not required.

Course Policies: Student Expectations

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

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

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

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

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



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

>).

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

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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>>.>.

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

Course Schedule (Tentative! Subject to change!)

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

Recommended Reading: Sharer and Traxler, Chapters 1-3

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

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

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

Brown, Kenneth L.

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

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

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

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

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

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

Recommended Reading: Sharer and Traxler, Chapter 5

Clark, John E. and David Cheetham

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

Doyle, James A.

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

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

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

Estrada-Belli, Francisco.

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

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

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

Week 4 Sept 20 The Late Preclassic: Got States?

Recommended Reading: Sharer and Traxler, Chapter 6

Clark, John E. and Richard D. Hansen

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

Freidel, David A. and Linda Schele

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

Hansen, Richard D.

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

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

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

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

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

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

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

Callaghan, Michael

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

Chase, Arlen F. and Diane Z.

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

Lincoln, Charles.

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

Reese-Taylor, Kathryn and Debra Walker.

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

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

Recommended Reading: Sharer and Traxler, Chapter 7

Stuart, David.

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

Cowgill, George L.

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

Laporte, Juan Pedro.

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

Clayton, Sarah C.

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

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

Martin, Simon and Nikolai Grube

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

Webster, James W., et al.

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

Arlen F. Chase

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

Willey, Gordon R.

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

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

Recommended Reading: Sharer and Traxler, Chapter 8

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

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

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

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

Iannone, Gyles.

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

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

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

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

Recommended Reading: Sharer and Traxler, Chapter 9

Kennett, Douglas J., et al.

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

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

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

Aimers, James J.

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

Aimers, James, and David Hodell.

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

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

Recommended Reading: Sharer and Traxler, Chapter 10

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

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

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

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

Boulder (2004): 125-139.

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

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

Pugh, Timothy W.

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

Braswell, Geoffrey E.

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

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

Recommended Reading: Sharer and Traxler, Chapter 11

Masson, Marilyn A.

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

Braswell, Geoffrey E.

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

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

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

McAnany, Patricia A.

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

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

Distinct?

Recommended Reading: Sharer and Traxler, Chapter 12

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

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

Joyce, Rosemary A.

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

Looper, Matthew G.











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











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

Week 14 Nov 29--Thanksgiving Break!

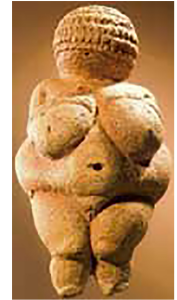
Final Paper Due: Friday December 6th at 11:59 PM in Webcourses!

Course Summary:

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

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

Course Syllabus

[Jump to Today](#)
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ANT 4171: BATTLE OF THE SEXES?: THE ARCHAEOLOGY OF GENDER

University of Central Florida, Fall 2019

Mixed Mode Course

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

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall 309P

Phone: 407-823-6554

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

Online Office Hours: Wednesdays 10-11 AM

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

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

GTA: Karla Cardona

Office: HPH 101

Office Hours: Wednesday 1-3 PM

Email: karla.cardona@ucf.edu

Course Perspective:

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

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

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

Course Objectives

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

Learning outcomes

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

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

Credit Hours:

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Course Catalog Description:

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

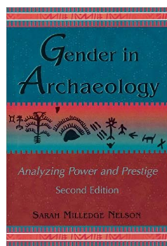
Course Prerequisites:

Prerequisite(s): [ANT 2140 \(http://catalog.ucf.edu/content.php?](http://catalog.ucf.edu/content.php?filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14&filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14)

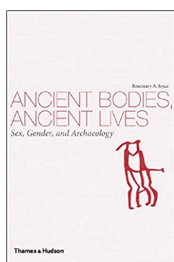
[filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14&filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14](http://catalog.ucf.edu/content.php?filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14&filter%5B27%5D=ANT&filter%5B29%5D=4171&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=14) or Sophomore Standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

Course Texts/Readings:

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



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



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

Course Requirements:

-

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

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

-

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

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

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

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

Grades:

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

Grading Scale (%)

94-100

A

90-93

A-

87-89

B+

84-86

B

80-83

B-

77-79

C+

74-76

C

70-73

C-

67-69

D+

64-66

D

60-63

D-

0 - 59

F

ETHICAL ISSUES

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

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

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

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

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

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

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

Academic Integrity:

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

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

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

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 Cheating, Academic Dishonesty, Plagiarism:

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

Copyright:

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

Third-Party Software and FERPA:

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

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

Week 1-Introduction

August 27

- Introduction and Orientation

Module 1-Due Friday August 30th

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

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

September 3

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

Module 2-Due Friday September 6

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

Week 3-Primates**September 10**

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

Module 3-Due Friday September 13

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

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

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

Module 4-Due Friday September 20

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

Week 5-Upper Paleolithic**September 24**

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

Module 5-Due Friday September 27

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

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

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

Module 6-Due Friday October 4

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

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

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

Module 7-Due Friday October 11

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

Week 8-Craft production**October 15**

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

Module 8-Midterm Exam-Due Friday October 18

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

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

Module 9-Due Friday October 25

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

Week 10-Gender Ideology**October 29**

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

Module 10-Due Friday November 1

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

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Week 11-Children**November 5**

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

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Module 11-Due Friday November 8

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

Week 12-Multiple Genders**November 12**

- Moving beyond Two-Sex/Two-Gender Systems

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

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

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

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

219.

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

Module 12-Due Friday November 15

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

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Week 13-Masculinity

November 19

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

Module 13-Due Friday November 22

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

-

Week 14-Menstrual Huts and Men's Houses

November 26

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

Module 14- NO ONLINE ASSIGNMENT THIS WEEK

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

December 3
















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

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

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

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

Course Summary:

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

Welcome to:

Global Health in Anthropological Perspective

ANT 4480 M - Fall 2019



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

Professor: Joanna Mishtal, Ph.D.

Associate Professor of Cultural & Medical Anthropology

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

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

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

Graduate Teaching Assistant: Rachael Root, MA, PhD Student

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

E-mail: rachael.root@ucf.edu

Course Description:

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

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

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

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

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

Global Health Internship – Mare Brignol, Haiti

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

Diversity GEP Credit

Learning Outcomes:

Upon completion of the course, the students will understand:

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

Course Materials (required):

1. Book:

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

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

2. Articles (provided):

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

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

3. Films (provided):

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

Expectations:

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

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

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

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

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

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

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

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

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

Examinations and Grading Policy:

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

Descriptions of Exams, Quizzes, and Online Work:

1. Examination #1 (25 points)

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

2. Examination #2 (25 points)

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

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

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

4. Online Component – Research Paper (25 points)

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

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

Anthropologist, Culture, Medicine & Psychiatry, American Ethnologist, Anthropology & Medicine, Qualitative Health Research, Body & Society, Global Public Health Journal, American Journal of Public Health, International Perspectives on Sexual & Reproductive Health.

➤ **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, assignments submitted late will be graded down or receive zero points, in fairness to students who have met the deadline.

Also, since the research paper is a scaffolded project, every assignment is required and must be completed before the student can move forward to the next step and before the final Research Paper can be submitted and accepted for grading.

➤ **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test left the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

Summary of points:

- 1.) Exam #1: **25 points**
- 2.) Exam #2: **25 points**
- 3.) Five (of 6) quizzes: **25 points**
- 4.) Online Work - Final Research Paper: **25 points**
- 5.) Attendance, class participation, and computer or phone abuse will be used in borderline cases

Total: 100 points (100%)

The Grade Scale:

- 94 – 100 = A
- 90 – 93 = A-
- 87 – 89 = B+
- 84 – 86 = B
- 80 – 83 = B-
- 77 – 79 = C+
- 74 – 76 = C
- 70 – 73 = C-
- 67 – 69 = D+
- 64 – 66 = D
- 60 – 63 = D-
- 0 – 59 = F

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## Weekly Schedule

**WEEK 1: Week's Topics: Syllabus and Overview of Class.**

**Mon, 8/26:** First class – introduction of the course and overview of the syllabus.

**Wed, 8/28:**

**1<sup>st</sup> half of class:** “International Health” vs. “Global Health”: What’s the difference?

**2<sup>nd</sup> half of class:** [Research Paper Workshop I](#)

[Please bring questions about your research papers to class.]

**Read for Wed:**

Brown, Theodore M., Marcos Cueto, and Elizabeth Fee. 2006. “The World Health Organization and the Transition from ‘International’ to ‘Global’ Public Health.” *American Journal of Public Health* 96(1): 62-72.

Browse relevant websites:



- World Health Organization <http://www.who.int/>
- Society for Medical Anthropology <http://www.medanthro.net/about/about-medical-anthropology/>

**Online Component:**

→ Assignment Wk 1: Instructions on Canvas  
(Become familiar with Canvas, and our course site. Make sure you can access articles.)

**WEEK 2: *Week's Topics: Environment, Disease, and Culture - Complex Interactions***

**Mon, 9/2: No Class – Labor Day**

**Wed, 9/4:** Environmental events and health impact

**Read for Wed:**

“Environmental Disruption, Pluralea Interactions, and Infectious Diseases” by Merrill Singer. In: *Anthropology of Infectious Diseases*. 2015. Pp: 125-155

**Online Component:**

→ Assignment Wk 2: Instructions on Canvas  
(\*Submit: preliminary paper topic ideas. **DUE 9/8/2019** by midnight)

**WEEK 3: *Week's Topics: Water Security, Health, and Rights***

**Mon, 9/9:** Mental health & water in Bolivia

**Read for Mon:**

“Water, Worry, and Doña Paloma: Why Water Security is Fundamental to Global Health” by Amber Wutich, Alexandra Brewis, Jose B. Rosales Chavez, and Charu L. Jaiswal. In: *Global Mental Health*. 2015. Pp. 57-71.

→ **Quiz 1**



**Wed, 9/11:** Water security and insecurity

📺 *Film screening/discussion:* “The Water of Ayole” 30 min, 1998

**Read for Wed:** None

**Online Component:**

→ Assignment Wk 3: Instructions on Canvas (proceed with search for articles)

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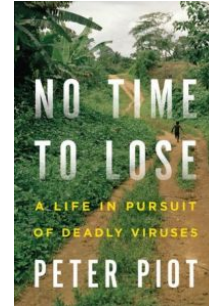
**WEEK 4: *Week's Topics: Superbugs - Emerging & Reemergent Infectious Diseases.***

**Mon, 9/16:** Chasing viruses and the detective work of research

**Read for Mon:**

Book: *No Time to Lose* – Read pages ix - 41

→ Quiz 2



**Wed, 9/18:**

**Read for Wed:** Ebola

Book: *No Time to Lose* – Read pages 43-83

**Online Component:**

→ Assignment Wk 4: Instructions on Canvas (proceed with search for articles)

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**WEEK 5: *Week's Topics: Superbugs - Emerging & Reemergent Infectious Diseases, cont.***

**Mon, 9/23:** Infection & sex

🎬 *Film screening/discussion about infectious diseases & epidemics*

**Read for Mon:**

Book: *No Time to Lose* – Read pages 87 - 132

**Wed, 9/25:** HIV/AIDS

**Read for Wed:**

Book: *No Time to Lose* – Read pages 133-165

→ Quiz 3

**Online Component:**

→ Assignment Wk 5: Instructions on Canvas

(\*Submit: list of proposed articles; wait for approval/feedback – **DUE 9/29/2019** by midnight)

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**WEEK 6: *Week's Topic: Superbugs - Emerging & Reemergent Infectious Diseases, finish.***

**Mon, 9/30:** An epidemic unfolds

**Read for Mon:**

Book: *No Time to Lose* – Read pages 166 - 189

**Wed, 10/2:** The politics of epidemics

**Read for Wed:**

Book: *No Time to Lose* – Read pages 335-376

(\*Note: yes, we're skipping some chapters, but feel free to read them for your own pleasure)



**Online Component:**

→ Assignment Wk 6: Instructions on Canvas  
(read and annotate)

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**WEEK 7: Week's Topic: Newest Global Infections & Solutions**

**Mon, 10/7:** Case Study: Zika

**GUEST LECTURE: Deven Gray, MA, Ph.D. Student**  
University of South Florida - "Zika in Belize"

→ **Double attendance**



**Wed, 10/9:** Recent Ebola outbreaks

**Read for Wed:**

"Diary – Ebola" by Paul Farmer. London Review of Books.  
Oct. 23, 2014. Pp. 1-9.



**Online Component:**

→ Assignment Wk 7: Instructions on Canvas

(\*Submit: annotated bibliography. **DUE 10/13/2019** by midnight)

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**WEEK 8: Exam #1 Week**

**Mon, 10/14: Review for Exam #1**

**Wed, 10/16: EXAM #1**

**Online Component:**

→ Assignment Wk 8: Instructions on Canvas

(\*Submit: outline of your research paper – about 1-2 pp. **DUE 10/20/2019** by midnight)

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**WEEK 9: Week's Topic: Food – Consumption, Diabetes, & Global Health**

**Mon, 10/21:** "Fun to Eat Foods" and Disease Production:  
Diabetes and African American population

→ **Quiz 4**

**Read for Mon:**

"Manufacturing Disease: Unhealthy Products Become  
Ubiquitous" by Nicholas Freudenberg. In: Lethal but Legal:  
Corporations, Consumption, and Protecting Public Health.  
2014. Pp. 3-36.





**Wed, 10/23:** Case Study: China

**Read for Wed:**

“Exporting Diabetes to Asia: The Impact of Western Style Fast Food” by A. Pan, V. Malik, F. Hu. *Circulation* 126(2):163-165.

Optional (recommended) text: *Stuffed and Starved: The Hidden Battle for the World Food System* “Introduction” by Raj Patel. 2012.

**Online Component:**

→ [Assignment Wk 9](#): Instructions on Canvas  
(Proceed with writing)

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**WEEK 10: *Week’s Topic:* Global Pharmaceuticals, and Research Paper Workshop II**

**Mon, 10/28:** Pharma business and science

**Read for Mon:**

“Markets and Molecules: A Pharmaceutical Primer from the South” by Dwaipayan Banerjee. *Medical Anthropology* 2017, 36: 363-380.



**Wed, 10/30:** [Research Paper Workshop II](#)

**Read for Wed:** None.

**Online Component:**

→ [Assignment Wk 10](#): Instructions on Canvas  
(Proceed with writing)

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**WEEK 11: *Week’s Topic:* Global Reproductive & Sexual Health Issues**

**Mon, 11/4:** Fertility control and its challenges

**Read for Mon:** none



**Wed, 11/6:** Reproductive health as human rights

**Read for Wed:**

“Where Human Rights Begin” – Introduction by W. Chavkin and E. Chesler. 2005:1-34.

→ [Quiz 5](#)

**Online Component:**

→ [Assignment Wk 11](#): Instructions on Canvas  
(Proceed with writing)

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**WEEK 12: *Week's Topic:* Global Reproductive Health Issues (cont.)**

**Mon, 11/11: Veterans Day – NO CLASS**

**Wed, 11/13:** *Film screening:* Global issues in reproductive and sexual health  
**Read for Wed:** none

**Online Component:**

→ Assignment Wk 12: Instructions on Canvas (Proceed with writing)

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**WEEK 13: *Week's Topic:* Global Organ Trade: Health and Rights**

**Mon, 11/18:** Organ Trafficking

**Read for Mon:**

→ Listen to the mp3 file: 7/2009. “Illegal Organ Trafficking.” (39 min) WNYC - The Brian Lehrer Show. [also on Canvas] Accessible via:

<https://www.wnyc.org/story/31245-illegal-organ-trafficking/>



**Wed, 11/20:** Organ Trafficking – the human cost, cont.

**Read for Wed:**

“Illegal Organ Trade: Global Justice and the Traffic in Human Organs.” Scheper-Hughes, Nancy. In: Gruessner, Rainer W.G.; Benedetti, Enrico, eds. *Living Donor Organ Transplantation*. New York: McGraw-Hill Medical, 2008: 106-121

→ **Quiz 6**

**Online Component:**

→ Assignment Wk 13: Instructions on Canvas  
(Proceed with writing)

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**WEEK 14: *Week's Topic:* Global Organ Trade: Health and Rights**

**Mon, 11/25:** [Research Paper Workshop III](#)

**Read for Mon:** None

**Wed, 11/27: “Thanksgiving Wednesday” – UCF Classes not held**

**Read for Wed:** None

But please continue to advance your research paper.

**Online Component:**

→ Assignment Wk 14: Instructions on Canvas  
(Proceed with writing and final editing)

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**WEEK 15: Exam #2 week.**

**Mon, 12/2: Review for Exam #2**

**Wed, 12/4: EXAM #2**

**Online Component:**

→ Assignment Wk 15: Instructions on Canvas

(Finish editing. Try to bring your papers to the UCF Writing Center for review)

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**WEEK 16: FINAL RESEARCH PAPERS**

→ **FINAL RESEARCH PAPERS DUE: Sunday, Dec. 8<sup>th</sup>, 2019** by midnight via Canvas (can submit early)

~~~~~ *End of Class Schedule* ~~~~~

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**UCF Core Syllabus Statements:**

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student’s own academic work. (5) Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>

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

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript

indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>

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

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

**In case of an emergency, dial 911 for assistance.** Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should note the guide’s physical location and review the online version [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 an emergency. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (click on link from menu on left).

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

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

**Make-Up Assignments for Authorized University Events or Co-curricular Activities:** Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. See the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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



~~~~~ Have a great winter break! ~~~~~

Syllabus & Course Outline



ANT4525C: Human Osteology
Department of Anthropology
College of Sciences, University of Central Florida

Revised Course Schedule: Addendum to Course Syllabus

Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE | LECTURE TOPIC | LAB TOPIC | READINGS |
|------|-----|----------|---|---|--------------------------|
| 1 | Tu | Aug. 27 | Introduction; Basic Bone Biology & Anatomical Terminology
Hyoid and Vertebral Column
Discuss Poster (undergrad) and Presentation and Paper (Grad) Topics | | Chp. 2 & 6 |
| | | | | Lectured | |
| | Th | Aug. 29 | Class cancelled Hurricane Dorian
Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game) | | Chps. 2 & 3; handout |
| 2 | Tu | Sept. 3 | Class Cancelled Hurricane Doran | | |
| | | | | Bone Biology, Hyoid & Vertebra | |
| | Th | Sept. 5 | Class Cancelled Hurricane Dorian | | Chp. 7 |
| 3 | Tu | Sept. 10 | Finish Introduction; Basic Bone Biology & Anatomical Terminology; Sternum and ribs | | Chp. 2 & 7 |
| | | | | Hyoid & Vertebrae; Bone Model; Sternum & Ribs | |
| | Th | Sept. 12 | Rescheduled: POSTER TOPIC DUE ; Skull –Calvarium and Mandible
Skull -Splanchnocranium | | Chp. 4 |
| 4 | Tu | Sept. 17 | Rescheduled: Quiz 1 | | Chp. 4 |
| | | | | Skull | |
| | Th | Sept. 19 | Skull Fragments | | Chp. 4; |
| 5 | Tu | Sept. 24 | Dentition | | Chp. 5; handout - online |
| | | | | Skull and Dentition | |
| | Th | Sept. 26 | Study for Exam #1 | | |
| 6 | Tu | Oct. 1 | Exam Practical Prep: No Class | | |
| | | | | Rescheduled: Exam #1 | |

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

Syllabus & Course Outline



ANG5525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

| | | | |
|---------------|---|----------------------|--|
| Instructor: | <i>John J. Schultz, Ph.D.</i> | Term: | <i>Fall 2019</i> |
| Office: | <i>Phillips Hall 409T</i> | Credit Hours: | <i>4</i> |
| Phone: | <i>407-823-1180</i> | Class Meeting Days: | <i>TuTh</i> |
| E-Mail: | <i>john.schultz@ucf.edu</i> | Class Meeting Hours: | <i>1:30-2:45pm (Lecture)
3:30-4:50PM (Tuesday lab)</i> |
| Website: | <i>Canvas</i> | Class Location: | <i>MSB 149</i> |
| Office Hours: | <i>Thursday: 11:00am to 1:00 pm appointment</i> | | |

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques

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- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

Course Materials and Resources

Required Text (available at the bookstore)

Osteology, Third Edition Bone Manual (2011) by Tim White

Publisher: Academic Press, ISBN: 9780123741349

Recommended Text (available at the bookstore)

Atlas of Human Anatomy, 7th edition, by Frank Netter

Publisher: Saunders, ISBN: 9780323393225

Course Handouts

Supplemental course handouts for class and lab will be posted on Webcourses

Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses.

Your final grade will be based out of a total of 600 possible points.

Academic Activity Posting – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

- 1) What is your major?
- 2) Why did you enroll in this class?
- 3) What do you expect to achieve by completing this class?

All postings must be completed by Friday August 30 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 30, 11:59pm.

Quizzes (2 quizzes at 20 points each for a total of 40 points)

The first quiz will cover anatomical terminology and skeletal biology and the second quiz will cover the skull and dentition.

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Exams (3 exams at 120 points each for a total of 360 points)

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Outline, Presentation and Literature Review Paper (160 points)

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

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

Final Exam (119 points)

The final exam will occur on **Thursday, December 6 from 10:00 to 12:00pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

| Grading Scale (%) | | Grading Scale (%) | |
|-------------------|--------|-------------------|-------|
| A | 94-100 | C | 74-76 |
| A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 64-66 |
| B- | 80-83 | D- | 60-63 |
| C+ | 77-79 | F | 0-59 |

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Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Grades of "Incomplete"

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

Final Grades

Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Course Policies and Expectations

Email

I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

Webcourses

You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage

Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders

I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

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Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember

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

Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, *etc.*

| WEEK | DAY | DATE | LECTURE TOPIC | LAB TOPIC | READINGS |
|------|-----|----------|---|--------------------------------|----------------------|
| 1 | Tu | Aug. 27 | Introduction; Basic Bone Biology & Anatomical Terminology
Discuss Poster Topics | | Chp. 2 |
| | | | | Introduction to the lab | |
| | Th | Aug. 29 | Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game) | | Chps. 2 & 3; handout |
| 2 | Tu | Sept. 3 | Hyoid & Vertebral Column | | Chp. 6 |
| | | | | Bone Biology, Hyoid & Vertebra | |
| | Th | Sept. 5 | Sternum & Ribs | | Chp. 7 |
| 3 | Tu | Sept. 10 | Skull –Calvarium and Mandible | | Chp. 4 |
| | | | | Skull | |

ANG5525c: Human Osteology

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

UCF Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

ANG5525c: Human Osteology

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

ANG5525c: Human Osteology

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to "hide" broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.



GOOD LUCK!!!!!!

Syllabus & Course Outline



ANT4525C/ANG5525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

Revised Course Schedule: Addendum to Course Syllabus

Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE | LECTURE TOPIC | LAB TOPIC | READINGS |
|------|-----|----------|---|---|--------------------------|
| 1 | Tu | Aug. 27 | Introduction; Basic Bone Biology & Anatomical Terminology
Hyoid and Vertebral Column
Discuss Poster (undergrad) and Presentation and Paper (Grad) Topics | | Chp. 2 & 6 |
| | | | | Lectured | |
| | Th | Aug. 29 | Class cancelled Hurricane Dorian
Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game) | | Chps. 2 & 3; handout |
| 2 | Tu | Sept. 3 | Class Cancelled Hurricane Doran | | |
| | | | | Bone Biology, Hyoid & Vertebra | |
| | Th | Sept. 5 | Class Cancelled Hurricane Dorian | | Chp. 7 |
| 3 | Tu | Sept. 10 | Finish Introduction; Basic Bone Biology & Anatomical Terminology; Sternum and ribs | | Chp. 2 & 7 |
| | | | | Hyoid & Vertebrae; Bone Model; Sternum & Ribs | |
| | Th | Sept. 12 | Rescheduled: POSTER TOPIC DUE ; Skull –Calvarium and Mandible
Skull -Splanchnocranium | | Chp. 4 |
| 4 | Tu | Sept. 17 | Rescheduled: Quiz 1 | | Chp. 4 |
| | | | | Skull | |
| | Th | Sept. 19 | Skull Fragments | | Chp. 4; |
| 5 | Tu | Sept. 24 | Dentition | | Chp. 5; handout - online |
| | | | | Skull and Dentition | |
| | Th | Sept. 26 | Study for Exam #1 | | |
| 6 | Tu | Oct. 1 | Exam Practical Prep: No Class | | |
| | | | | Rescheduled: Exam #1 | |

ANT4525c: Human Osteology

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

Science, Technology, and The Transformation of Human Societies

ANG6931-001

Fall 2019

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

Course Overview

Instructor Contact

| | |
|--------------|---|
| Professor | Dr. Beatriz Reyes-Foster |
| Office | HPH409I |
| Office Hours | Tuesdays, 1-3 (dedicated) |
| Email | Webcourses mail client;
beatriz.reyes-foster@ucf.edu |
| Phone | (407) 823-2206 |

| | |
|--------------|--|
| Professor | Dr. John Walker |
| Office | HPH409O |
| Office Hours | Tuesdays and Thursdays 10am -12pm |
| Email | Webcourses mail client;
John.walker@ucf.edu |
| Phone | (407)823-3798 |

Catalog Information and Course Description

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

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

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

Student Learning Outcomes

Upon course completion, students will be able to:

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

Course Materials and Resources

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

Assessment and Grading Procedures

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

Your grade will be calculated as follows:

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

Grading scale: (+/- letter grades)

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

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

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

Class Structure

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

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

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

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

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

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

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

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

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

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

Policies

Contacting the Professors

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

Webcourses@UCF

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

Accessing Online Course Content

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

Grading and Evaluation

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

Attendance and Participation

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

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

Deadlines and Make-ups

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

Academic Integrity

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>

Course Accessibility

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Emergency Procedures

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

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

Deployed Active Military Students

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

Inclusive Classroom Statement

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

Schedule of Topics and Readings

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

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

Week 1: Course introduction

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

Module 1: Disease in the Transformation of Human Society

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

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

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

Week 3: Bio-cultural approaches to disease.

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

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

Week 4: Disease, colonialism, and migration.

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

Module 2: Reproduction and Transformation of Human Society

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

Week 5: Making Humans, Making Kin

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

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

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

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

Week 7: Archaeology of Reproduction

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

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

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

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

Week 8: The Anthropocene: Critical Perspectives

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

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

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

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

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

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

Module 4: Technology and the Transformation of Human Societies

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

Week 11: Technology in the Transformation of Anthropology.

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

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

Week 12: Transformative technologies.

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

Week 13: An Anthropology of Science: Engagements with STS

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

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

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

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

Syllabus & Course Outline



ANT4525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

| | | | |
|---------------|--|----------------------|---|
| Instructor: | <i>John J. Schultz, Ph.D.</i> | Term: | <i>Fall 2019</i> |
| Office: | <i>Phillips Hall 409T</i> | Credit Hours: | <i>4</i> |
| Phone: | <i>407-823-1180</i> | Class Meeting Days: | <i>Tuesday and Thursday</i> |
| E-Mail: | <i>john.schultz@ucf.edu</i> | Class Meeting Hours: | <i>1:30-2:45pm (Tuesday and Thursday Lecture)
3:00-4:50PM (Tuesday lab)</i> |
| Website: | <i>Canvas</i> | Class Location: | <i>MSB 149</i> |
| Office Hours: | <i>Thursday: 11:00am to 1:00pm or by appointment</i> | TA: | <i>Stephanie Fuehr</i> |

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains

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- Students will be able to discuss the limitations of sexing and aging techniques
- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, or permission of instructor

Course Materials and Resources

Required Text (available at the bookstore)

Osteology, Third Edition Bone Manual (2011) by Tim White
Publisher: Academic Press, ISBN: 9780123741349

Recommended Text (available at the bookstore)

Atlas of Human Anatomy, 7th edition, by Frank Netter
Publisher: Saunders, ISBN: 9780323393225

Course Handouts

Supplemental course handouts for class and lab will be posted on Webcourses

Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses.

Your final grade will be based out of a total of 600 possible points.

Academic Activity Posting – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

- 1) What is your major?
- 2) Why did you enroll in this class?
- 3) What do you expect to achieve by completing this class?

All postings must be completed by Friday August 30 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 30, 11:59pm.

Quizzes (2 quizzes at 20 points each for a total of 40 points)

The first quiz will cover anatomical terminology and skeletal biology and the second quiz will cover the skull and dentition.

Exams (3 exams at 120 points each for a total of 360 points)

Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I will not allow students to take the exam if they arrive 30 minutes after the exam has started.

Poster Presentation: Poster Topic & Outline (15 points)

In lieu of writing a term paper, each student will be producing a poster presentation. The subject of your poster will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz. Do not wait until the last minute to discuss your topic with Dr. Schultz. You must submit a one or two paragraph description of your approved paper topic by **September 10** that is worth a total of 5 points. Your poster topic outline is due on **October 3** and is worth a total of 10 points. Your outline must include your chosen topic (a working title), the main idea of what you expect to present in your poster (a breakdown of the sections), and a list of at **least 7 references** (should be about 2 pages long, maximum 3 pages). No internet references are permitted. This means that you have complete some research before this outline is due. You should start early!

Poster peer-review, Final Poster & Presentation (65 points)

You will be required to upload a draft of your poster to Webcourses by **November 5**. Each student is then required to peer-review two assigned poster drafts by **November 14** Final posters will then be submitted by **November 26** and presented **November 26**. Students will present their posters to the class during the last two weeks of the course. A list of student presentation times will be posted online once student topics have been decided. Students will be given 10 minutes to present their topic. Instructions on how to construct your poster, and perform the peer review, will be discussed in class and will also be posted on Webcourses.

Final Exam (119 points)

The final exam will occur on **Thursday, December 10 from 1:00 to 3:50pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale

You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

| Grading Scale (%) | | Grading Scale (%) | |
|-------------------|--------|-------------------|-------|
| A | 94-100 | C | 74-76 |
| A- | 90-93 | C- | 70-73 |
| B+ | 87-89 | D+ | 67-69 |
| B | 84-86 | D | 64-66 |
| B- | 80-83 | D- | 60-63 |
| C+ | 77-79 | F | 0-59 |

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Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Grades of "Incomplete"

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

Final Grades

Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Course Policies and Expectations

Email

I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

Webcourses

You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage

Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders

I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy

I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call (407) 823-2197.

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember

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

Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

| WEEK | DAY | DATE | LECTURE TOPIC | LAB TOPIC | READINGS |
|------|-----|---------|---|--------------------------------|----------------------|
| 1 | Tu | Aug. 27 | Introduction; Basic Bone Biology & Anatomical Terminology
Discuss Poster Topics | | Chp. 2 |
| | | | | Introduction to the lab | |
| | Th | Aug. 29 | Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game) | | Chps. 2 & 3; handout |
| 2 | Tu | Sept. 3 | Hyoid & Vertebral Column | | Chp. 6 |
| | | | | Bone Biology, Hyoid & Vertebra | |
| | Th | Sept. 5 | Sternum & Ribs | | Chp. 7 |

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

| | | | | | |
|----|----|---------|------------------------|--|--|
| | Th | Dec. 5 | Course wrap up | | |
| 16 | Th | Dec. 10 | FINAL EXAM 1:00-3:50pm | | |

UCF Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Human Osteology Lab Rules

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout... only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to "hide" broken material.
- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA's.



GOOD LUCK!!!!!!

COURSE SCHEDULE

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

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

| Week | Topic | Associated Readings |
|---------|--|---|
| Week 1 | Introduction to the course

Introduction to Historical Archaeology | Complete Class Participation Quiz

Orser, Ch. 1 |
| Week 2 | Method and Theory | FAB ch. 1 and 2
Pratt 2007
Carman and Carman 2007
Assignment 1: Source Analysis |
| Week 3 | Methods of Forensic Analysis of Battlefield Casualties | Introduce Paper
HAMS 3-4
FAB 8 |
| Week 4 | Archaeology of a Roman Battlefield

The Crusades | Rost 2007
Wilbers-Rost 2007
Boas 1999
Mitchell et al 2006
Paper proposal due! |
| Week 5 | European colonialism and indigenous resistance | HAMS 11 and 18
FAB 3 |
| Week 6 | The French and Indian War

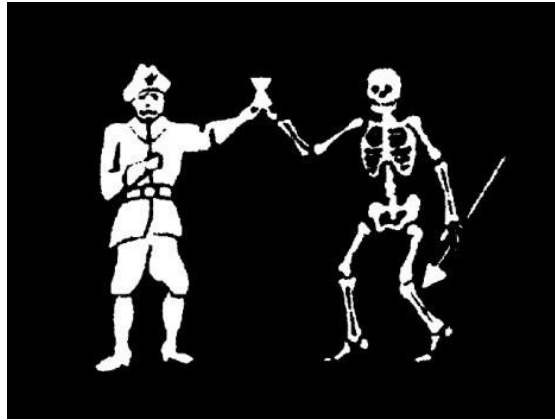
The Revolutionary War | FAB 4-5
Babits 2013
HAMS 15 |
| Week 7 | “The Second War of Independence”
(AKA The War 1812)
Balaklava: The Charge of the Light Brigade | Cornelison and Lowe 2014 (1812)
HAMS 13
Wason ch. 6 |
| Week 8 | Exam 1 on line

Chalk Talk: The Civil War | N/A |
| Week 9 | Civil War forts and battlefields: Archaeology vs. the written record. | HAMS 6-7
FAB 6
TBA |
| Week 10 | War from a soldier’s perspective | HAMS 8, 14
Abel 2014
Assignment 2: Civil War Letters Analysis |
| Week 11 | Archaeology of the Battle of Little Big Horn | FAB 7
HAMS 19
Wason ch. 7
Assignment 3: Academic vs. Popular depictions of the past |

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

IMPORTANT DATES & INFORMATION:

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



“To Death”

A Standard of Captain Bartholomew “Black Bart” Roberts

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

1. Course Information

| | |
|-----------------------|----------------------------|
| <u>Classroom:</u> | BA1 0122 |
| Modality: | M Mode (reduced seat time) |
| Class Hours: | Tuesday 12:00-1:15 pm |
| Final Exam Time: | Tuesday 12/10 1:00-3:50 pm |
| <u>Prerequisites:</u> | None |

2. Instructor and GTA Information

| | |
|-----------------------------|--|
| <u>Instructor:</u> | Dr. Pete T. Sinelli |
| Office: | Howard Phillips Hall 309 c |
| Office phone: | (407) 823-2227 |
| Cell phone: | (407) 575-6456 |
| Office Hours: | MW 10:00-11:45am and
T 11:15-11:45 |
| Email: | ptsinelli@gmail.com
Peter.sinelli@ucf.edu |
| <u>Teaching Assistants:</u> | Lindsey Lefebvre and Erin Martin |
| Office: | Howard Phillips Hall 309 |
| Contact Info: | Contact via Webcourses message |
| Office hours: | TBA |

3. Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirate of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

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

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

6. Course Evaluation:

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

Caribbean Geography Quiz – 50 points

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

2 exams – 200 points (100 each)

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

3 Case Studies - 150 points (50 each)

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

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

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

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

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

Course Document Quiz (10 Extra Credit points)

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

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

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

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

7. Course Materials:

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

8. Course-Specific Policies.

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



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

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

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

9. University Core Policies

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

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

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

9b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

9d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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



ANT 3174
Fall 2019—3 Credits

1. Course Information

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

| | |
|-----------------------|------|
| <u>Prerequisites:</u> | None |
|-----------------------|------|

2. Instructor and GTA Information

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

| | |
|-----------------------------|----------------------------------|
| <u>Teaching Assistants:</u> | Lindsey Lefebvre and Erin Martin |
| Office: | Howard Phillips Hall 309 |
| Contact Info: | Contact via Webcourses message |
| Office hours: | TBA |

3. Course Description: This course will provide students an archaeological perspective of fields of combat and military infrastructure (e.g. forts) from the Classic period to the early 20th century. The course begins with an overview of the unique theoretical and methodological issues and approaches that are relevant to this subdiscipline of archaeology. Thereafter, the course surveys the results of archaeological excavations of individual battle sites and military installations that influenced the social and political evolution of the Western World. In each segment the discussion will focus on how the evolution of weaponry, strategy, and tactics is evidenced in the archaeological record, and how systematic survey and excavation of fields of combat and military infrastructure can add context to the human and cultural dimension of battle that is not always available in historical documents.

4. Learning Outcomes:

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

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

6. Course Evaluation:

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

Exams – 200 points (100 each)

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

Assignments – 100 Points total

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

Research Paper (100 points)

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

Course Document Quiz (10 Extra Credit points)

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

6b. Grading Scheme Used For Final Grades:

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

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

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

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

7. Course Materials:

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

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

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

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures and the weekly online modules. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your

absence is excused. I rightly expect every student to come to class, pay attention, and take good notes.



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

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

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

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

9. University Core Policies

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

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

presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

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

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

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

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

7. Helping another violate academic behavior standards.

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

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

<http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating.

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule

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

9b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

9d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

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



ANT2000H: General Anthropology Fall 2019 (3 credits)

1. Course Information

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

Prerequisites: None

2. Instructor and GTA Information

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

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

3. Course Description:

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

4. Learning Outcomes:

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

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

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

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

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



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

6b. Assessments and Grade Weight:

I. Three Midterm Exams—225 points (75 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions plus a short-answer section. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

The exam will not be cumulative and will only cover material discussed since the third exam.

III. Announced Quizzes—40 points (10 points each)

There will be an announced quiz during the class period immediately before each exam. These are designed to get your study juices flowing before the exams.

IV. Grab Bag Assignments—50 points

These are in-class activities that could include movie handouts, pop quizzes, etc.

V. “Play the Prof” presentations—110 points

Each student will prepare a 20 minute lecture to be delivered in class. The lecture proposal will be due on 9/4 (worth 10 points) and a rubric will be provided at that time. Presentation dates vary, and will occur as seen in the course schedule. Presentations are worth 100 points.

When you Play the Prof you'll lecture on one of the following topics:

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

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

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

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

7. Course Materials: The following text is required:

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

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

ISBN: 978-0-19-994759-1

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take

good notes. If you don't like this arrangement, then I suggest that you drop this class and sign up for the online version the next time it's offered.



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

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

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

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

9. University Core Policies

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

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

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

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

9b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

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

9d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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



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

1. Course Information

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

Prerequisites: None

2. Instructor and GTA Information

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

| | |
|-----------------------------|----------------------------------|
| <u>Teaching Assistants:</u> | Lindsey Lefebvre and Erin Martin |
| Office: | Howard Phillips Hall 309 |
| Contact Info: | Contact via Webcourses message |
| Office hours: | TBA |

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

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes: This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In *Humans Species*, students will:

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

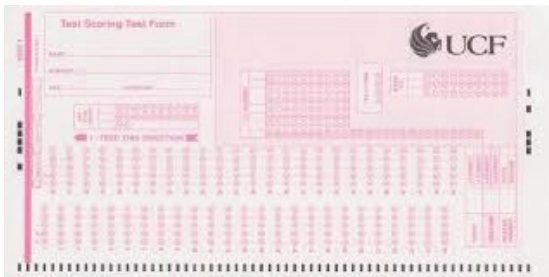
Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of *Human Species* is to help students gain an understanding of scientific methods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

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

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

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

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



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

6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

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

III. Six Announced In Class Quizzes—60 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points

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

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

V. Inquizitive Homework Assignments—50 points

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

VI. Extra Credit Opportunities—25 points

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

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or

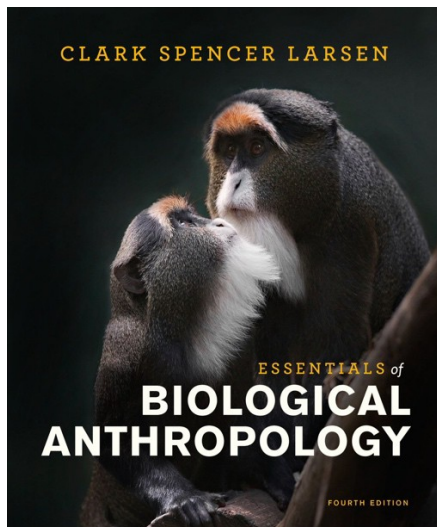
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

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

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

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

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



Class Text: *Essentials of Biological Anthropology* 4th Edition, by Clark Larsen

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

8. Course-Specific Policies.

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



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

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

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

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

COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

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

| Week and day of class | Topic | Weekly Module or Exam opens and the date and time it is due |
|------------------------------|--|--|
| Week 1
Aug 26 | Course Introduction
<i>Class Lecture: Intro to Biological Anthropology</i>
Announced Quiz 1 (Nature of Science Pretest) in class | Module 0 Course Activity Quiz
Due FRIDAY August 30 at Midnight for Course Activity. |
| Week 2
Sep 2 | Labor Day: No class, but Module 1 is still assigned. | Module 1 (Chapter 2)
Due Sep 9 at 12:00 pm |
| Week 3
Sep 9 | Online lecture post: Darwin the Man
<i>Class Lecture: Science as a way of knowing</i> | Module 2 (Chapters 3 and 4)
Due Sep 16 at 12:00 pm |
| Week 4
Sep 16 | Online Lecture post: Population Genetics
<i>Class Lecture: Natural Selection</i>
Announced Quiz 2 (Nature of Science Posttest) in class | Module 3 (Chapter 5)
Due Sep 23 at 12:00 pm |
| Week 5
Sep 23 | Exam 1 in class

Inquizitives due Sep 23 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5 | Module 4 (Chapter 9)
Due Sep 30 at 12:00 pm |
| Week 6
Sep 30 | <i>Class Lecture: Primate Anatomy</i> | Module 5 (Chapter 6)
Due Oct 7 at 12:00 pm |
| Week 7
Oct 7 | <i>Class Lecture: Primate Evolution</i>
Announced Quiz 3 in class | Module 6 (Chapter 7)
Due Oct 14 at 12:00 pm |
| Week 8
Oct 14 | <i>Class Lecture: Primate Behavior</i>
Announced Quiz 4 in class

Inquizitives due Oct 14 at 12:00 pm: Chapters 6, 7, and 9 | No Module This week!

Exam 2 online: Opens Oct 14 at 1:30 pm and is due Oct 21 at 12:00 pm. |
| Week 9
Oct 21 | <i>Class Lecture: Hominid Adaptations</i> | Module 7 (Chapter 8)
Due Oct 28 at 12:00 pm |
| Week 10
Oct 28 | Online lecture post: Prothominins and Ardipithecus
<i>Class Lecture: East African Australopithecines</i> | Module 8 (Chapter 10)
Due Nov 4 at 12:00 pm |
| Week 11
Nov 4 | Online lecture post: South African Australopithecines
<i>Class Lecture: Early Homo</i>
Announced Quiz 5 in class | Module 9 (Chapter 11)
Due Nov 11 at 12:00 pm |

| | | |
|------------------------|---|--|
| Week 12
Nov 11 | Veteran's Day: No class, but Exam 3 is still assigned.
Inquizitives due on 11/11 at 12:00 pm: Chapters 8, 10 and 11 | No Module This Week!
Exam 3 Online: Opens 11/11 at 1:30 pm and is due 11/18 at 12:00 pm. |
| Week 13
Nov 18 | <i>Class Lecture: Homo erectus</i> | Module 10 (Chapter 12)
Due Nov 25 at 12:00 pm |
| Week 14
Nov 25 | <i>Class Lecture: Homo heidelbergensis and Neanderthals</i> | Module 11 (Chapter 13)
Due Dec 2 at 12:00 pm |
| Week 15
Dec 2 | <i>Class Lecture: The rise and spread of AMH</i>
Announced Quiz 6 in class | No Module This Week! |
| Week 16
Finals week | Inquizitives due the day and time of the final: Chapters 12 and 13 | Final exam TBA |

IMPORTANT DATES & INFORMATION:

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



ANT2511 0M04: Human Species Fall 2019 (3 credits)

1. Course Information

| | |
|-----------------------|--------------------------------|
| <u>Classroom:</u> | ENG2 102 |
| Modality: | M Mode (reduced seat time) |
| Class Hours: | W 12:00-1:15 pm |
| Final Exam Time: | Weds 12/11 10:00 am to 1:50 pm |
| <u>Prerequisites:</u> | None |

2. Instructor and GTA Information

| | |
|-----------------------------|--|
| <u>Instructor:</u> | Dr. Pete T. Sinelli |
| Office: | Howard Phillips Hall 309 c |
| Office phone: | (407) 823-2227 |
| Cell phone: | (407) 575-6456 |
| Office Hours: | MW 10:00-11:45am and T 11:15-11:45 |
| Email: | ptsinelli@gmail.com
Peter.sinelli@ucf.edu |
| <u>Teaching Assistants:</u> | Lindsey Lefebvre and Erin Martin |
| Office: | Howard Phillips Hall 309 |
| Contact Info: | Contact via Webcourses message |
| Office hours: | TBA |

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

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes: This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

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

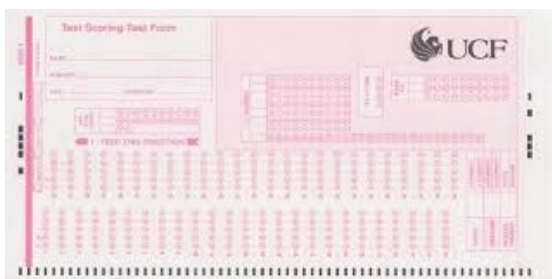
Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods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

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

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

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

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



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

6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

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

III. Six Announced In Class Quizzes—60 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points

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

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

V. Inquizitive Homework Assignments—50 points

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

VI. Extra Credit Opportunities—25 points

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

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or

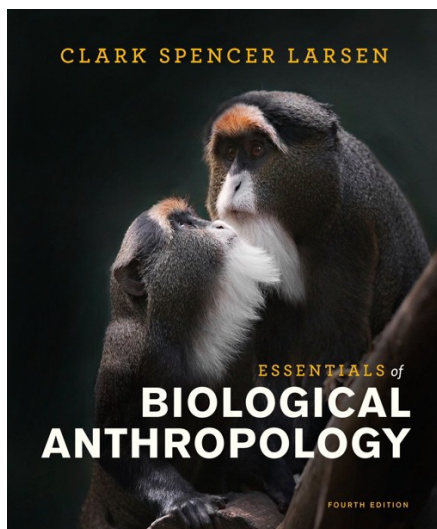
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

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

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

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

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



Class Text: *Essentials of Biological Anthropology* 4th Edition, by Clark Larsen

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

8. Course-Specific Policies.

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9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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

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

COURSE SCHEDULE: The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

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

| Week and day of class | Topic | Weekly Module or Exam opens and the date and time it is due |
|------------------------------|--|--|
| Week 1
Aug 28 | Course Introduction
<i>Class Lecture: Intro to Biological Anthropology</i>
Announced Quiz 1 (Nature of Science Pretest) in class | Module 0 Course Activity Quiz
Due FRIDAY August 30 at Midnight for Course Activity. |
| Week 2
Sep 4 | <i>Class Lecture: Science as a way of knowing</i> | Module 1 (Chapter 2)
Due Sep 11 at 12:00 pm |
| Week 3
Sep 11 | <i>Class Lecture: Darwin the Man</i> | Module 2 (Chapters 3 and 4)
Due Sep 18 at 12:00 pm |
| Week 4
Sep 18 | Online Lecture post: Population Genetics
<i>Class Lecture: Natural Selection</i>
Announced Quiz 2 (Nature of Science Posttest) in class | Module 3 (Chapter 5)
Due Sep 25 at 12:00 pm |
| Week 5
Sep 25 | Exam 1 in class

Inquizitives due Sep 25 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5 | Module 4 (Chapter 9)
Due Oct 2 at 12:00 pm |
| Week 6
Oct 2 | <i>Class Lecture: Primate Anatomy</i> | Module 5 (Chapter 6)
Due Oct 9 at 12:00 pm |
| Week 7
Oct 9 | <i>Class Lecture: Primate Evolution</i>
Announced Quiz 3 in class | Module 6 (Chapter 7)
Due Oct 16 at 12:00 pm |
| Week 8
Oct 16 | <i>Class Lecture: Primate Behavior</i>
Announced Quiz 4 in class

Inquizitives due Oct 16 at 12:00 pm: Chapters 6, 7, and 9 | No Module This week!

Exam 2 online: Opens Oct 16 at 1:30 pm and is due Oct 23 at 12:00 pm. |
| Week 9
Oct 23 | <i>Class Lecture: Hominid Adaptations</i> | Module 7 (Chapter 8)
Due Oct 30 at 12:00 pm |
| Week 10
Oct 30 | <i>Class lecture post: Prothominins and Ardipithecus</i> | Module 8 (Chapter 10)
Due Nov 6 at 12:00 pm |
| Week 11
Nov 6 | <i>Class Lecture: East African Australopithecines</i>
Online lecture post: South African Australopithecines
Announced Quiz 5 in class | Module 9 (Chapter 11)
Due Nov 13 at 12:00 pm |

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

IMPORTANT DATES & INFORMATION:

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