ANT3196-0M01
LIFE AND DEATH IN THE ANCIENT ANDES
FALL - 2019
Department of Anthropology *
College of Sciences * University of
Central Florida
☺ Mixed Mode course ☺

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

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

Course Description

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

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

Course Prerequisites: ANT2511 or or ANT2410 or ANT2000 sophomore standing.
Course Credits: 3 credit hours

Course Learning Outcomes

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

Textbook and Readings

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

Student Evaluation

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

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

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

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

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

MINI-QUIZZES will occur weekly **online** based on required readings. These are **multiple choice** or **short answer questions** based on REQUIRED weekly readings and provided questions available in Webcourses modules. Quizzes will be due on the Sunday before class. See Assignments tab for deadlines.
REFLECTIONS are specific questions based responses based on additional required articles. Reflections will be due Tuesday before class meetings. There are no make ups or extensions, except with extenuating circumstances (medically documented, etc.). See Assignments tab for deadlines.

Written Assignments

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

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

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

Examinations

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

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

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

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

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

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

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

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

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

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

Deadlines and Make-ups
Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>.
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.
An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'
Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

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

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>.
According to Section 1, "Academic Misconduct," students are prohibited from engaging in
1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

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

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

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

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

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, **dial 911 for assistance**.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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

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

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

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

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

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

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

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

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

Dates to remember: The FALL Academic calendar can be found online at: http://calendar.ucf.edu/2019/FALL
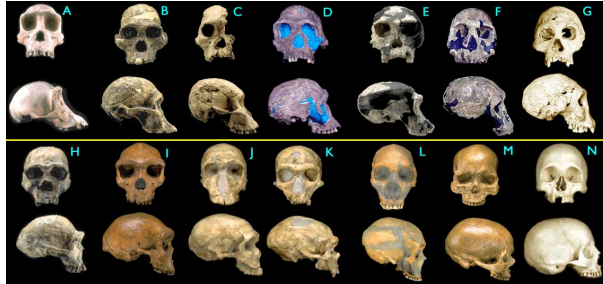Late registration, Add/Drop: **August 26-30th, 2019**
Withdrawal deadline for this course: **November 1st, 2019**

HUMAN ORIGINS ANT4586C-0M01 FALL 2019

ANTHROPOLOGY College of Science, University of Central Florida
COURSE SYLLABUS

Instructor Contact

Instructor	Dr. J. Marla Toyne
Office	H. Phillips Hall 409R
Office Hours	Friday 1-3 pm
Lab Hours	Weds 4:00-6:00 or by appt.
Phone	407 823 1927
E-mail	j.marla.toyne@ucf.edu
GTA	Dylan Smith, use webcourses to email

Course Information

Course Name	Human Origins Lecture & Lab
Course ID & Section	ANT 4586C
Credit Hours	3 Credit Hours
Delivery	Mixed Mode
Semester/Year	FALL 2019
Location	LEC – BA1 -122 LAB – MSB 149

COURSE DESCRIPTION

This course is designed to introduce students to 1) the fundamentals of evolutionary theory, 2) the application of this framework for our understanding of human evolutionary history, and 3) the human fossil record as evidence of this development. The course will begin by introducing students to the theory of evolution, its historical background and its modern articulation. We will explore the anatomical and phylogenetic context of human evolution by discussing the origin and evolution of primates. Then we will explore the origins of the first hominids and their place in the human family tree. We will discuss origins of the genus *Homo*, the criteria used to differentiate these specimens, and the emergence of the modern human suite of anatomical and cultural characteristics.

Lecture, online, and lab are required components.

Course Prerequisites: ANT2511 or sophomore standing.

LEARNING OBJECTIVES

With diligent effort, the student should be able to do the following at the completion of this course.

- Understand what paleoanthropology is and what makes it unique as a discipline.
- Demonstrate an understanding of the key theoretical concepts in human evolution.
- Identify and explain the keys events in human evolution and the biological and cultural significance of each.

- Understand the contributions of different lines of evidence including geology, molecular biology, skeletal anatomy, archaeological remains, and comparative nonhuman primate behavioral models.
- Identify key fossil specimens and their characteristics.
- Demonstrate ability to make quantitative and qualitative observations of fossil materials and use data comparatively to assess species identification and important morphological variation.
- Critically evaluate conflicting models of the origins of anatomically modern humans.

STUDENT SUCCESS

This is my goal. This is a mixed-mode course with a lab. So this is an exciting opportunity to do a lot of things. This means there are **F2F meetings**, **online learning activities**, and **F2F lab exercises**. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class and lab are essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

If you have any questions about the course, communication is key.
Recommendations for Success:
1) FIRST STEP: If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
3) Please use a subject title that clearly identifies your course and the topic of inquiry.
4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.
6) Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

REQUIRED TEXTS

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3rd edition). W.W. Norton & Company, ISBN: 978-0393912890.
3rd edition required. Older versions are very outdated.
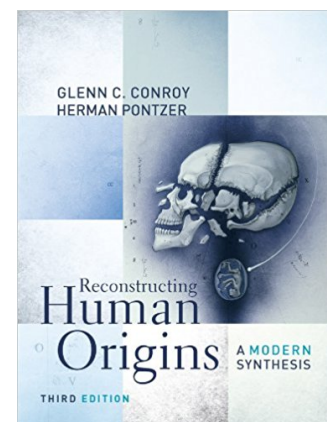
Required Additional Readings:
Students will also be required to read a selection of assigned articles that will be posted electronically on the Webcourses. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Suggested/Recommended Readings:
Johanson D, Edgar B, Brill D. 2006 From Lucy to Language: Revised, Updated and Expanded. Simon and Schuster: New York.

EVALUATION
Grades will be based on a student's scores in the following:

Quizzes (total):	100 points (**ONLINE**)
Discussions (total):	100 points (**ONLINE**)
Lab Assignments (20 points each X 10)	200 points (see schedule)
Two midterms (each 50 points)	100 points (**ONLINE**)
Final Exam:	100 points (**FINAL Exam Period**)
Attendance:	50 points
Total	**650 points**

Grading Scale (%)

A	100-95	B-	83-80	D+	69-67
A-	94-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

Grade Dissemination
Quizzes, assignments and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.
NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.
Exam Discussions: Unfortunately, I will not be able to review exams in class, but will retain copies if you wish to review the exam assessment. Please make an appointment or during office hours, and I will be happy to go over the exam with you on an individual basis.

LEARNING ASSESSMENT
Regular attendance and participation in class and labs is required (see Attendance Policy). The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course as we will be gradually building up our knowledge-base week by week. This syllabus is your guide to the class – Know it. IF you have to miss a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

ASSIGNMENTS

MiniQUIZZES online are assigned, dated and timed. **SUNDAY NIGHT** before MONDAY class. They are based directly on assigned readings for the week. These will help you come to class prepared having completed the readings.

Weekly group DISCUSSIONS will be assigned online (and a clear outline provided on Webcourses) and are to be submitted **online according to POST/REPLY due dates/times** through Webcourses; see *Schedule* for exact due dates. A topic, resource, or questions will be used to guide your group communication or an additional article or website provided to guide your interactions within your group. IF you do not POST (Wednesday), you cannot REPLY (Friday). No Late Posts or Replies will be accepted. Citations must follow the AJPA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and grammar errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released at least ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See *Course Protocols* for further formatting and Discussion Protocols.
These must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

CLASS EXAMS: There will be three non-cumulative exams. The two midterms will be in ONLINE, with a limited time period to complete, and each will be 50 points EACH towards your final grade. The final exam will be 100 points (Exam PERIOD in CLASS). The exams will be multiple choice questions, True/False statements, fill in the blank, short answer and short essay with questions coming from lectures, all readings, labs, and films. If you do not take the exam during the required time period, there are no make-ups. Know when your exams and plan accordingly.

LAB WORK: There are no make-up labs. Labs take place during your assigned lab times, and materials will only be available during those times. Labs are to be handed in at the END of the following week's meeting (**DUE WEDNESDAY IN LAB or very latest during MY office hours WEDNESDAY**). You must be on time AND PREPARED by READING THE HANDOUT before lab, as you will only have 70 minutes to complete the lab work. Even though there are two lab sections, you must attend your assigned section. Even though you are working in groups you are responsible for collecting the original data and writing your own interpretations. Late lab assignments will be penalized 5 points from lab grade per day (after Wednesday), but not accepted after 5 days late (including weekends).

COURSE PROCEDURES AND POLICIES

Policies

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

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

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

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

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

Attendance and Participation
Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.
Participation is an important component of this class and coming to class and LABS prepared each week by reading all assigned materials (chapters, lab handouts, and online pages) allows you to do this effectively. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.

Course Etiquette
- Be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.
- Cell phones will be turned off and put away during class. No texting. No messaging. No internet.
- While computers/laptops may be used in class, they are for taking notes. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates sitting behind you can see everything on your screen! If students are clearly disrupting the class or engaging in non-class related activities, this is grounds for disallowing the further use of the laptop in class by ANY students. Do not ruin everyone's learning experience.
- Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.

- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Deadlines and Make-ups
There are **no make-ups** for **labs/in-class/online exams** or **quizzes or the final exam**. No late assignments will be accepted or makeup midterm exams, EXCEPT in the most unforeseen emergency or serious extenuating circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor's note). I must be notified as soon as possible about the absence or related emergency. Makeup exams must take place within 3 days of original time and will take a different format from the original.
University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment (written or lab) once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. An alternative assignment or make up exam may be offered.

Late Work Policy and Grades of 'Incomplete'
Assignments turned in late will be assessed a penalty: 5% for each day late. Major assignments will not be accepted if overdue by more than five days.

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

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

7. Helping another violate academic behavior standards.

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <http://sas.sdes.ucf.edu/> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Campus Safety Statement

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

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

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

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

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

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

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

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

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

COURSE SCHEDULE AND ASSIGNMENTS*

*Subject to change with notice.

Module	In-Class Dates	Topic	Assignment	Reading
1	*Aug 26* *Aug 28*	*Introduction to course* *Introduction to lab*	**Q0;** **D0**	
2	*No Class* *Sept 4*	*Humans as Primates (ONLINE lecture)* *Morphology*	- **Q1** **D1; LAB 1**	Chap 1
3	*Sept 9* *Sept 11*	*Plio-Pleistocene World* *Archaeology and Fossil Chronology*	**Q2** **D2; LAB 2**	Chap 2/ Chap 3
4	*Sept 16* *Sept 18*	Species Concepts/Forces of Evolution	**Q3** **D3; LAB 3**	Chap 4
5	*Sept 23* *Sept 25*	Miocene Apes/Basal Hominids	**Q4** **D4; LAB 4**	Chap 5
6	*Sept 30* *Oct 2*	Bipedal beginnings Review ***MIDTERM EXAM- ONLINE***		
7	*Oct 7* *Oct 9*	Ardi and Australopithecines	**Q5** **D5; LAB 5**	Chap 7 and 8
8	*Oct 14* *Oct 16*	Australopithecine Complexity	**Q6** **D6; LAB 6**	Chap 6
9	*Oct 21* *Oct 23*	Early Homo genus	**Q7** **D7; LAB 7**	Chap 9
10	*Oct 28* *Oct 30*	Early Homo Culture *Review* ***MIDTERM EXAM - ONLINE***		Chap 10
11	*Nov 4* *Nov 6*	Archaic Homo species	**Q8** **D8; LAB 8**	Chap 11
12	*No Class* *Nov 13*	Neandertals	- **Q9** **D9; LAB 9**	Chap 13
13	*Nov 18* *Nov 20*	Anatomically Modern/ Origin Theories	**Q10** **D10; Lab 10**	Chap 12
14	*Nov 25* *Nov 27*	Current Theories ***No Class***		Chap 13
15	*Dec 2* *Dec 4*	Modern/Neandertals – ONLINE In Lab Review		
16	*IN CLASS*	**FINAL EXAM- Dec 9th, 2019 – 9am**		

Dates to remember: The FALL Academic calendar can be found online at:
http://calendar.ucf.edu/2019/Fall
Late registration, Add/Drop: **Aug26-30th, 2019**
Withdrawal deadline for this course: **Nov 1st, 2019**

Peoples of the World

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

ANT3212 (AW60) Peoples of the World
Fall 2019 Online • 3 credit hours

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall, 309F (UCF Main Campus)
Office Hours:	Tuesdays and Thursdays 2:30-3;30pm online in Chat and by appointment for in-person office hours
Contact:	Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

TA:	Lee Johns
Contact:	Webcourses Inbox or Discussion Board

University Catalogue Description

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

Course Description

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

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

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

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

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

Learning Outcomes

By the end of this course you will:

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

Required Text

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

Culture Sketches: Case Studies in Anthropology, **6th Edition.**
Author: Holly Peters-Golden
Year: 2012
Publisher: Boston: McGraw Hill
ISBN: 978-0078117022 (paperback)

Important Things

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

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

Grading Scale (+/- letter grades)

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

Student Evaluation

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

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

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

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

Exams: There are **3** exams in this course. Exams are made up of true/false, multiple choice and/or fill-in-the-blank questions. There will be **no make-ups** for exams without proper documentation (this means an official doctor's note, police report, etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you must complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). The final exam is scheduled during finals week and **is not** cumulative.

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

What About Make-Up Work?
Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

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

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

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

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

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

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

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

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Exams close by 11:59pm • Responses due to Discussion assignments	• Start new module/s • Read chapters associated with each module, take notes	• Read module pages for each culture group, take notes	• Watch any video or media in modules • Review module pages and take notes	• Prepare to write discussion posts • Finish any module readings	• Post Discussion assignments • Exams open 8am	• Dance

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

Course Requirements
Over the course of this semester, you will be expected to:
- Review online content and additional readings outside your textbook
- Complete the required online assignments
- Complete all online exams

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

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

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

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

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

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

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

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

Campus Safety (if you are on campus)

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts:
- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <[my.ucf.edu](my.ucf.edu)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you're not on campus, use your common sense and stay safe.

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

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

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

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

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

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

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

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

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

MUMMIES: LIFE AFTER DEATH

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

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

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall, 309 (UCF Main Campus)
Office Hours:	Tuesdays and Thursdays 10-11am in Chat (for online office hours) and by appointment for in-person office hours
Contact:	Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

GTA:	Megann Phillips
Office Hours:	TBA in Chat (for online office hours)
Contact:	Webcourses Inbox or Discussion Board

University Catalogue Description

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

Course Description

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

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

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

Learning Outcomes

By the end of this course you will:

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

Required Texts

There are **two required textbooks** for this course. **You will not pass this class without both textbooks.** The textbooks are available for purchase in the UCF Bookstore and through various online vendors. You can probably find used copies online! I will also provide you with additional electronic readings (.pdf's) in the course modules. **All additional readings (each module has several outside your texts) are in the Introduction pages for each module!**
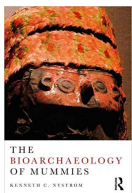
The Bioarchaeology of Mummies
Author: Kenneth C. Nystrom
Publisher: Routledge
Year: 2019
ISBN: 9781611328394 (paperback)
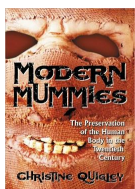
Modern Mummies: Preservation of the Human Body in the 20th Century
Author: Christine Quigley
Year: 2006
Publisher: McFarland
ISBN: 0786428511 (paperback)
Note: this book is also on reserve at the John C. Hitt Library (main campus)

Grading Scale (+/- letter grades)

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

Important Things

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

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

Student Evaluation

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

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

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

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

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

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

Exams: There are **three online exams** in this course. Exams are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2 hours (120 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online and is scheduled during Final's Week. The final exam is not cumulative.**

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

What About Make-Up Work?

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

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

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

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

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

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

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

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

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
• Assignments due by 11:59pm • Quizzes close by 11:59pm • Exams (3) close by 11:59pm	• Start review of module pages	• Read text and additional readings • Take notes	• Watch any video or media in modules • Take notes	• Exams (3) open 8am	• Read text and additional readings • Take notes	• Dance

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

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

Course Requirements
Over the course of this semester, you will be expected to:
- review online content and additional readings outside of your textbooks
- complete the required online assignments
- complete module quizzes
- complete all online exams

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

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

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

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

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

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

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

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

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

Campus Safety (if you are on campus)
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts:
- In case of an emergency, dial 911 for assistance.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you're not on campus, use your common sense and stay safe.

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

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

Course Lecture and Assignment Schedule

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

Module	Topic, Required Reading, and Assignment Due Dates
Getting Started	**GETTING STARTED ACTIVITY DUE AUG 30** **PRE-TEST DUE AUG 30**
Module 1	A Natural (sometimes) Process Text Readings • Nystrom KC. 2019. Mummies: Definitions and mechanisms (Ch 1). *The Bioarchaeology of Mummies*. NY: Routledge, pg 5-31. • Quigley C. 2006. What has been, may be, can be, and will be done (Ch 1). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 5-26. Additional Required Reading • Aufderheide A. 2003. Mechanisms of mummification (Ch 3). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 41-71. **QUIZ 1 DUE SEP 1**
Module 2	A History of Mummy Studies Text Readings • Nystrom KC. 2019. History of bioarchaeology and mummy studies (Ch 2). *The Bioarchaeology of Mummies*. NY: Routledge, pg 32-45. Additional Required Readings • Aufderheide A. 2003. History of mummy studies (Ch 1). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 1-21. • Pringle H. 2001. The Congress (Ch 1) and The dissector's knife (Ch 2). *The Mummy Congress: Science, Obsession, and the Everlasting Dead*. New York: Hyperion, pg 1-53. **QUIZ 2 DUE SEP 8**
Module 3	Why Mummify? Text Readings • Quigley C. 2006. Learning about life and death (Ch 4). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 103-131. Additional Required Reading • Aufderheide A. 2003. Purpose of anthropogenic mummification (Ch 2). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 22-40. **QUIZ 3 DUE SEP 15**
Module 4	Modern Immortality Text Readings • Quigley C. 2006. Lying in state (Ch 2). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 27-58. • Quigley C. 2006. Buying immortality (Ch 5). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 133-166. Additional Required Reading • Bates, S. 2010. Bodies impolitic? Reading cadavers. *International Journal of Communication* 4: 198-219. **QUIZ 4 DUE SEP 22** **MEET A NEW(-ISH) MUMMY ASSIGNMENT DUE SEP 22**
Module 5	The Ethics of Display of Human Remains Text Readings

	• Nystrom KC. 2019. Mummy studies and bioarchaeology (Ch 6). *The Bioarchaeology of Mummies*. NY: Routledge, pg 145-164.
	Additional Required Readings
	• Brooks MM, Rumsey C. 2007. The body in the museum. In: Cassman V, Odegaard N, and Powell J (eds) *Human Remains: Guide for Museums and Academic Institutions*. AltaMira Press: Lanham, pg 261-289.
	• Day J. 2014. 'Thinking Makes it So': Reflections of the ethics of displaying Egyptian mummies. *Papers on Anthropology* 23: 29-44.
	• Walter T. 2004. Plastination for display. *Journal of the Royal Anthropological Institute* 10: 603-627.
	QUIZ 5 DUE SEP 29
	EXAM 1 (Available online 8:am on SEP 26 to 11:59pm on SEP 29)
Module 6	Modern Methods of Mummy Study
	Text Readings
	• Nystrom KC. 2019. Mummy studies and social theory (Ch 4). *The Bioarchaeology of Mummies*. NY: Routledge, pg 98-122.
	• Nystrom KC. 2019. Methods in mummy research (Ch 5). *The Bioarchaeology of Mummies*. NY: Routledge, pg 123-144.
	Additional Required Readings
	• Antoine D. 2014. The scientific snalysis of human remains from the British Museum collection: Research potential and examples from the Nile Valley. In: Fletcher A, Antoine D and Hill JD (eds) *Regarding the Dead: Human Remains in the British Museum*. The British Museum Press: London. pg 20-30.
	QUIZ 6 DUE OCT 13
Module 7	Mummies and Disease
	Required Readings
	• Lynnerup N. 2019. Mummies and paleopathology. In: *Ortner's Identification of Pathological Conditions in Human Skeletal Remains*, 3rd edition. London: Elsivier, pg 799-807.
	• Prates C, Sousa S, Oliveria C and Ikram S. 2011. Prostate metastatic bone cancer in an Egyptian Ptolemaic mummy, a proposed radiological diagnosis. *International Journal of Paleopathology* 1: 98-103.
	• Tilley L and Nystrom K. 2018. A 'cold case' of care: Looking at old data from a new perspective in mummy research. *International Journal of Paleopathology* https://doi.org/10.1016/j.ijpp.2018.08.001
	• Väre T, Niinimäki J, Junno J-A, Núñez M, Niinimäki S and Niskanen M. 2016. Suspected tuberculosis in an early 17th-century northern Finnish mummy-A computed tomography case study. *International Journal of Paleopathology* 14: 69-73.
	QUIZ 7 DUE OCT 20
Module 8	Animal Mummies
	Required Readings
	• Aufderheide A. 2003. Mummification of animals (Ch 7). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 395-417.
	• Boeskorov GG, Potapova OR, Mashchenko EN, Protopopov AV, Kuznetsova TV, Agenbroad L and Tikhonov AN. 2014. Preliminary analyses of frozen mummies of mammoth (*Mammuthus primigenius*), bison (*Bison priscus*) and horse (*Equus* sp.) from the Yana-Indirgka Lowland, Yakutia, Russia. *Integrative Zoology* 9: 471-480.
	• Ikram S. 2015. Protecting pets and cleaning crocodiles: The Animal Mummy Project (Ch 9). In: Ikram S (Ed.) *Divine Creatures: Animal Mummies in Ancient Egypt*. Cairo: The American University in Cairo Press, pg 206-227.
	• Wade AD et al. 2012. Foodstuff placement in ibis mummies and the role of viscera in embalming. *Journal of Archaeological Science* 39: 1642-1647.
	QUIZ 8 DUE OCT 27

	MEET AN OLD(-ISH) MUMMY ASSIGNMENT DUE OCT 27
Module 9	Mummies of Egypt Required Readings - Aufderheide AC. 2003. Egyptian mummification materials (excerpt from Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 251-259. - McCreesh NC, Gize AP, David AR. 2011. Ancient Egyptian hair gel: new insight into ancient Egyptian mummification procedures through chemical analysis. *Journal of Archaeological Science* 38: 3432-3434. - Taylor JH and Antoine D. 2014. Tamut: A high-ranking priest's daughter (Ch 3). *Ancient Lives New Discoveries: Eight Mummies, Eight Stories.* London: The British Museum Press, pg 68-92. - Wade AD, Nelson AJ and Garvin GJ. 2011. A synthetic radiological study of brain treatment in ancient Egyptian mummies. *HOMO-Journal of Comparative Human Biology* 62: 248-269. **QUIZ 9 DUE NOV 3**
	EXAM 2 (Available online 8:am on OCT 31 to 11:59pm on NOV 3)
Module 10	Mummies of North and Central America Text Readings - Quigley C. 2006. Occupational hazards (Ch 3). *Modern Mummies: The Preservation of the Body in the Twentieth Century*. Jefferson, NC: McFarland & Company, Inc., pg 59-102. Additional Required Readings - Aufderheide A. 2003. The geography of mummies-Mummies of North America and Mummies of Central America (Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 72-92. - Zimmerman MZ. 1998. Alaskan and Aleutian mummies (Ch 8). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 138-154. **QUIZ 10 DUE NOV 10**
Module 11	Mummies of South America Required Readings - Arriaza BT, Cárdenas-Arroyo F, Kleiss E and Verano JW. 1998. South American Mummies: culture and disease (Ch 10). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 190-236. - Aufderheide A. 2003. The geography of mummies-Mummies of South America (Ch 4). *The Scientific Study of Mummies*. Cambridge: Cambridge University Press, pg 92-158. - Guillén SE. 2004. Artificial mummies from the Andes. *Collegium Antropologicum* 2: 141-157. **QUIZ 11 DUE NOV 17**
Module 12	Mummies of Europe Required Readings - Ascenzi A *et al.* 1998. Mummies from Italy, North Africa and the Canary Islands (Ch 12). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 263-287. - Piombino-Mascali D, Panzer S, Marvelli S, Lösch S, Aufderheide AC and Zink AR. 2011. The "Sicily Mummy Project": First results of the scientific campaigns (2007-2010). *Geschichte und Tradition der Mumifizierung in Europa Kasseler Studien zur Sepulkralkultur* 25-31. - Wun I. 2010. Mummies in monasteries and churches-monks, popes and princes. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 152-159. **QUIZ 12 DUE NOV 24** **MAKE A MUMMY ASSIGNMENT DUE NOV 24**
Module 13	Glacier Mummies and Bog Bodies Required Readings Chamberlain AT and Parker Pearson M. 2001. Bog bodies. In: Earthly Remains: The History and Science of Preserved Human Bodies. Oxford: Oxford University Press, pg 45-82.

	• Kerneck B. 2010. The Altai Lady and her companions-mummies of the Scythian Pazyryk culture. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 138-141. • Lynnerup N. 2015. The Thule Inuit mummies from Greenland. *The Anatomical Record* 298: 1001-1006. • Samadelli M, Melis M, Miccoli M, Egarter Vigl E and Zink A. 2015. Complete mapping of the tattoos of the 5300-year-old Tyrolean Iceman. *Journal of Cultural Heritage* 16: 753-758. **QUIZ 13 DUE DEC 4**
Module 14	Mummies of the Middle East, Asia and Oceania Additional Readings • Beckett RG, Nelson AJ. 2015. Mummy Restoration Project among the Anga of Papua New Guinea. *The Anatomical Record* 298: 1013-1025. • Erckenbrecht C, Klaatsch HH. 2010. Mummies in Australia-a special form of aboriginal burial rites. In: Wieczorek A and Rosendahl W (eds.) *Mummies of the World*. Munich: Prestel Verlag, pg 121-125. • Sakurai K, Ogata T, Morimoto I, Long-Xiang P and Zhong-Bi W. 1998. Mummies from Japan and China (Ch 14). In: *Mummies, Disease and Ancient Cultures*, 2nd Ed. Cambridge: Cambridge University Press, pg 308-335. **QUIZ 14 DUE DEC 4** **POST-TEST DUE DEC 8**
	EXAM 3 (Available online 8:am on DEC 5 to 11:59pm on DEC 9)

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

Forensic Anthropology
ANT 4521 (0001) • 3 credit hours

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

ANT4521 (0001) Forensic Anthropology
Fall/2019 • 3.0 Credit Hours • T/TH 12:00-1:15pm, HPA 112

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall, 309 (UCF Main Campus)
Office Hours:	Tuesdays and Thursdays 1:30-2:30pm and by appointment
Contact:	Sandra.Wheeler@ucf.edu or Webcourses Inbox

Graduate Teaching Assistant (GTA) Contact

GTA:	Megann Phillips and Lee Johns
Office Hours:	TBA in Chat (for online office hours)
Contact:	Webcourses Inbox or Discussion Board

University Catalogue Description
The study of human skeletal remains in relation to a legal context. PR: One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description
This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

We will explore these various topics through lectures, assigned readings, class discussions and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced in class or on Webcourses.

Learning Outcomes
By the end of this course you will:
- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Texts
There are NO REQUIRED TEXTS for this course. I will provide you required readings electronically on Webcourses. Woo! However, if you are interested in this subject, I recommend the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.
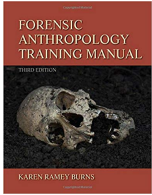
Forensic Anthropology Training Manual
Author: Karen Ramey Burns
Publisher: Routledge
Year: 2013
ISBN: 978- 0205022595 (paperback)

Recommended Resources
Professional Organizations
American Association of Forensic Science: https://www.aafs.org/
American Board of Forensic Anthropology: http://theabfa.org/
Defense POW/MIA Accounting Agency (DPAA): https://www.dpaa.mil/
Orange County Medical Examiner's Office:
https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx - .XR0IuHt7nUI
Indiana State Coroners Training Board: https://www.in.gov/ctb/
FLorida UnIdentified Decedents DataBase (FLUIDDB): http://fluiddb.com/

Forensic Anthropology Research Facilities
Applied Anatomical Research Center (AARC)-Sam Houston State University:
https://www.shsu.edu/centers/aarc/
Forensic Anthropology Center (FAC)-University of Tennessee: https://fac.utk.edu/
Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:
https://www.txstate.edu/anthropology/facts/labs/farf.html
Forensic Investigation Research Station (FIRS)-Colorado Mesa University:
https://www.coloradomesa.edu/forensic-investigation-research-station/index.html
Forensic Osteology Reseach Center (FOREST)-Western Carolina University:
https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx
Forensic Research Outdoor Station (FROST)-Northern Michigan University: https://www.nmu.edu/frost/home
The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:
https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors
University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): http://forensics.usf.edu/

Grading Scale (+/- letter grades)

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

Important Things
This course is a requirement for some Criminal Justice certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

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

Assignment	Percent	Description
Case Study Responses	20%	Complete 4 of 6 posted responses to case studies in forensic anthropology
Investigate This!	10%	Complete 4 of 6 written exercises investigating various topics in forensic anthropology
Quizzes	10%	Complete 2 **in class** quizzes; you will not be able to make up these quizzes if you miss class
Exams	60%	Complete 3 **in class** exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions

Attendance: Be here. Attendance is not taken in class, HOWEVER it is essential to doing well in this course (well, in any course, really). An overwhelming majority of the course material you will see on your exams is introduced and discussed in class, so come to class! Also, you will have some in-class activities to complete!

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to invetigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be 2 **in class quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions. There are no make ups for these quizzes so make sure you are in class on those days (also see section on make-up work)!

Exams: There are **3** exams in this course. **All exams will be taken in class.** Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented in class and online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled by the Registrar's Office for THURSDAY, DEC 5 from 10am-12:50pm.**

What About Make-Up Work?
Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** https://scs.sdes.ucf.edu/services/

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

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

Course Requirements
This course begins on **MONDAY AUG 26, 2019** and ends on **WEDNESDAY DEC 4, 2019**. The **Final Exam (Exam 3)** is scheduled during Final's Week on **THURSDAY DEC 5 from 10:00am to 12:50pm, 2019.** Over the course of this semester, you will be expected to:
- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all assignments and exams by their due dates
- Attend class regularly

Please note the due dates carefully. **I do not accept late assignments** unless there is a valid excuse (see section on make-up work). You are advised of this from the start, and you should recognize that it is **your responsibility** to be aware of all due dates for this course.

Important Information
Important Things: First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

This course is supplemented with materials posted on Webcourses, so it is important to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY AUGUST 30.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

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

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

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

4

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

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

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

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

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- 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.

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

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

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

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

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

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

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

Module	Topic and Readings	Due Dates
Module 1	**Introduction to Forensic Anthropology** Read: • Posted articles in Webcourses	**Getting Started Quiz 1 due AUG 30** **Investigate This 1! AAFS SEP 8** **Case Study 1 due SEP 15**
Module 2	**Osteology and Terminology** Read: • Review chapters 2-11 in optional text • Use class notes	**Quiz 1 due SEP 12**
Module 3	**Non-Forensic Skeletal Remains** Read: • Posted articles in Webcourses • Review chapters 12, 16 in optional text	**Investigate This 2! SEP 22** **Case Study 2 due SEP 29**
Module 4	**Organizations & Death Investigation Systems** Read: • Posted articles in Webcourses • Review chapter relevant pages in 14 in optional text	
	Exam 1 taken in class on TUESDAY SEP 24	
Module 5	**Initial Examination & Forensic Anthropology Reports** Read: • Posted articles in Webcourses • Review relevant pages in chapters 3, 8, 13, 14 in optional text	**Investigate This 3! OCT 6** **Case Study 3 due OCT 13**
Module 6	**Developing a Biological Profile** Read: • Posted articles in Webcourses • Review relevant pages in chapters 3, 8, 13, 14 in optional text	**Quiz 2 due OCT 17**
Module 7	**Trauma** Read: • Posted articles in Webcourses • Review relevant pages in chapter 13 in optional text	**Investigate This 4! OCT 20** **Case Study 4 due OCT 27**
	Exam 2 taken in class on TUESDAY OCT 29	
Module 8	**Personal Identification** Read: • Posted articles in Webcourses • Review relevant pages in chapter 13 in optional text	**Investigate This 5! NOV 3** **Case Study 5 due NOV 10**

Module 9	**Forensic Taphonomy** Read: • Posted articles in Webcourses	
Module 10	**Cremations & Memorialization** Read: • Posted articles in Webcourses	**Investigate This 6! NOV 24** **Case Study 6 due NOV 24**
Exam 3 taken in class on THURSDAY DEC 5 10am-12:50pm		

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

Proseminar in Anthropology
ANG 6002 (0001) ▪ Fall 2019

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

Course Information

Course Name:	Proseminar in Anthropology
Course ID:	ANG 6002 (0001) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Howard Phillips Hall 409M / Mondays 6:00-8:50pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Wednesday 9:30-11:30 AM via Chat
In Office Hours:	Wednesday 9:30-11:30 AM (or by scheduled appointment)
E-mail:	lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology. **Prerequisites:** Admission to Anthropology MA, PhD or CI.

What is this course about?

This course is designed as an graduate anthropology working group, exploring the inner workings of professional anthropology through current central concepts and debates within and outside the discipline, academic and applied resources, and research design, all of which are necessary for a successful career as an anthropologist practitioner. Using research design, professional writings, and career activities shared by us in our four-field approach, we will examine an array of skills and practical knowledge that will guide you producing the highest quality scholarship and meeting the expectations of a flourishing academic and non-academic anthropology employment market.

What skills will I develop in this course?

Considering the multidisciplinary nature of anthropology, emphasis is placed on building general and personal professional career knowledge, a professional portfolio representing your abilities, and proficiency in research design.

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

- Define and describe your goals in pursuing anthropology as a career.
- Demonstrate basic skills of research design, method application and formulation of research questions
- Provide a professional portfolio and skill evaluations for employment
- Describe the grant writing and publishing processes
- Discuss academic and non-academic career paths and practitioner opportunities
- Understand the necessity of professional ethics, advocacy and actionable solutions

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

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

What textbooks will I need?

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for assignments and class discussion. Any additional required readings (outside of these texts) will be provided in your online course materials.
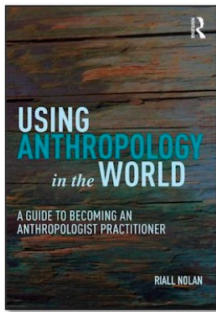
Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner

Author: Riall Nolan
Edition: 1st edition
Year: 2017
Publisher: Routledge
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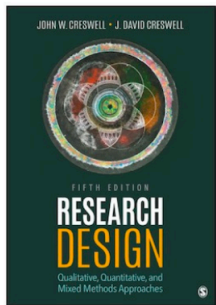
Research Design

Author: J.W. Creswell and J.D. Creswell
Edition: 5th edition
Year: 2018
Publisher: Sage Publications
ISBN: 9781506386706

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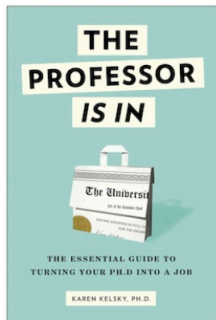
The Professor Is In: The Essential guide to Turning Your PhD Into a Job

Author: K. Kelsky
Edition: 1st edition
Year: 2015
Publisher: Three Rivers Press
ISBN: 9780553419429

Available in paperback and eBook formats

How should I plan my course time?

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

We **meet face-to-face once each week during our scheduled class time, but also use WebCourses,** an online course management system (accessed through **my.ucf.edu** and then the "Online Course Tools" tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. **Knight's Online** has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week discussing assigned reading, taking notes, and participating in class activities.** You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading and work through required activity assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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

What are the course requirements?

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

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Mondays from 6:00-8:50pm
- review online learning materials and assigned readings;
- submit 10 career activity assignments;
- submit 8 research design assignments;
- submit 4 professional portfolio assignments;
- produce a "Five-Minute Teach" poster and present in a final course seminar.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings, media content, graded assignment instructions, and links to information websites. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

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

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials or assignments, please visit my **open face-to-face office hours in Howard Philips Hall 309F on Wednesdays from 9:30-11:30am.** If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

How do I get started in the course?

After reading this Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know,** which includes an introduction

to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

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 start on the **REQUIRED ACTIVITY: Expectations and Takeaways** assignment in the COURSE INTRO: Things You Should Know by **11:59pm EST** on **AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your graduate funding.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required & Career Activities (10)	100	30%
Research Design Activities (8)	160	30%
Professional Portfolio (4)	100	20%
Final Project Poster & Presentation	100	20%
Total Possible	*460*	*100%*

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from class and readings in online quizzes, exams and discussion assignments, as well as in classroom group and general discussion.

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief assessment your expectations and what you would like to take away from this course.

- **Career Activities:** These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist practitioner.

- **Professional Portfolio:** You will need to produce four documents (e.g., CV or resume) that reflect your experiences, goals and abilities as a researcher, teacher, prospective employee, and professional writer.

- **Research Design Activities:** These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. You will be working on these assignments with the outcomes directed toward producing your MA/PhD research proposal.

- **Poster and Presentation:** You will produce a "Five-Minute Teach" poster and presentation based on the anthropological topic of your choice. You are expected to present your work during a final course seminar.

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%		

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

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

How do I view my grades?

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

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). **Three or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.**

With this in mind, the following circumstances require academic responsibility on your part:

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

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

Is the course accessible for students with disabilities?

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

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

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

What academic resources are available to me?

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

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

How is respect for diversity maintained?

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

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

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

How is academic integrity maintained?

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

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

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). 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 email inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check my 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 utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

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

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

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor for assistance as soon as possible.

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

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

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

Can I use external study groups and course websites?

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

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

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

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

What do I do if there is a campus emergency?

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

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

What is my course discussion and assignment schedule?

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

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

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

Date	Details	
Fri Aug 30, 2019	📝 REQUIRED ACTIVITY: Expectations and Takeaways	due by 11:59pm
Sun Sep 1, 2019	📝 CAREER 1: Relevancy Transcript	due by 11:59pm

Sun Sep 8, 2019	📝 CAREER 2: Practitioner Interview	due by 11:59pm
	📝 RESEARCH 1: Selecting a Research Worldview	due by 11:59pm
Sun Sep 15, 2019	📝 CAREER 3: T-Shapes and Objectives	due by 11:59pm
	📝 RESEARCH 2: Mapping Literature Reviews	due by 11:59pm
Sun Sep 22, 2019	📝 CAREER 4: Academic Job Postings and Descriptions	due by 11:59pm
Sun Sep 29, 2019	📝 RESEARCH 3: The Theoretical Lens	due by 11:59pm
Sun Oct 6, 2019	📝 RESEARCH 4: Good Writing = Good Science?	due by 11:59pm
Sun Oct 13, 2019	📝 CAREER 5: CV / Resume Review	due by 11:59pm
	📝 RESEARCH 5: Having a Hook	due by 11:59pm
Sun Oct 20, 2019	📝 CAREER 6: Applied Job Postings and Descriptions	due by 11:59pm
	📝 RESEARCH 6: Stating Your Purpose	due by 11:59pm
Wed Oct 23, 2019	📝 PORTFOLIO 1: CVs and Resumes	due by 11:59pm
Sun Nov 3, 2019	📝 PROJECT: Proposal	due by 11:59pm
	📝 RESEARCH 7: Central and Associated Questions	due by 11:59pm
Wed Nov 6, 2019	📝 PORTFOLIO 2: Teaching Assignment	due by 11:59pm
Sun Nov 10, 2019	📝 CAREER 7: Go SWOT Yourself	due by 11:59pm
Wed Nov 13, 2019	📝 PORTFOLIO 3: Research / Diversity / Personal Statement	due by 11:59pm
Sun Nov 17, 2019	📝 CAREER 8: Show Me the Money	due by 11:59pm
Wed Nov 20, 2019	📝 PORTFOLIO 4: Cover Letter	due by 11:59pm
Sun Nov 24, 2019	📝 CAREER 9: Rules of Engagement	due by 11:59pm
	📝 RESEARCH 8: Experiments and Surveys	due by 11:59pm
Sun Dec 1, 2019	📝 CAREER 10: Professional Work/Life Balance	due by 11:59pm
	📝 PROJECT: Poster Proposal	due by 11:59pm
Mon Dec 9, 2019	📝 PROJECT: Seminar Presentation	due by 1pm

Forensic Archaeology Field Methods

ANG 6821 - Fall 2019

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

Course Information

Course Name:	Field Methods in Forensic Archaeology
Course ID:	ANG 6821 (0001) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Howard Phillips Hall 409M / Fridays 1:00-3:50pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Monday 9:30-11:30 AM via Chat
In Office Hours:	Monday 9:30-11:30 AM (or by scheduled appointment)
E-mail:	lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description

Application of archeological techniques to the search, recovery, excavation and documentation of modern human remains. **Prerequisite:** Admission to Anthropology MA, PhD or C.I.

What is this course about?

Forensic archaeologists assist law enforcement agencies and medical examiners in the recovery and interpretation of human remains within a medico-legal context. In this course, the role of the forensic archaeologist is explored through essential theoretical and applied archaeological methods and skills required when attending forensic scenes in order to properly search for, recover and document human remains.

In many instances, the forensic archaeologist must work within a multidisciplinary team. We will be examining various recovery situations encountered at forensic scenes when working with law enforcement authorities and additional forensic specialists. This will include fieldwork at an outdoor site with simulated body burials, recovery of scattered and burnt remains, and writing field reports.

Over the term we will be also examining a wide range of concepts and methods used in forensic archaeology to assist in scene reconstruction and identification of recovered remains. These include the medico-legal terminology necessary when working with law enforcement and the medical community; taphonomic processes and their effects on a recovery site and human remains; collection of environmental and cultural components present in forensic recovery scenes; and proper recording of recovered evidence and surrounding environment.

Note: Students taking this course must be physically capable of carrying up to 15 pounds and performing physical tasks in various outdoor environments. Images of burials and human remains will be part of the class lecture and field exercises will include animal skeletal material and human skeletal casts. Students for whom any of this may be of issue are invited to speak with the professor during office hours or as soon as possible by appointment.

What skills will I develop in this course?

Emphasis is placed on developing analytical and practical skills necessary for forensic evaluation and recovery of surface and buried remains and the methodological recovery, recording and preservation of related forensic evidence.

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

- Identify the scope of forensic archaeology within the medico-legal framework, from crime scene to courtroom.
- Generate, record and analyze environmental and physical data used in scene reconstruction.
- Discuss the organization and management of a wide range of forensic recovery settings.
- Demonstrate proper protocols and basic practical skills in mapping and recording search and recovery scenes, locating remains, identifying evidence types, collecting biotic and soil samples, excavating anomalous features, and recovering surface, burnt and buried remains.
- Employ proper and standardized terms and fundamental scientific principles of forensic archaeology in site analysis, documentation, report writing and professional communication.
- Assist trained and experienced forensic archaeologists in properly searching for, recovering and documenting human remains in a forensic context.

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

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

What textbooks or equipment will I need?

All required readings and assignment materials for this course will be provided through WebCourses@UCF. Any equipment required for completion of field activities will be loaned to the students by the UCF Department of Anthropology for use during the course term.

How should I plan my course time?

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

We **meet face-to-face once each week during our scheduled class time, but also use WebCourses,** an online course management system (accessed through **my.ucf.edu** and then the "Online Course Tools" tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. **Knight's Online** has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2019 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in class discussions and activities.** You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading, listen to or view assigned media content, and work through required activity assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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

What are the course requirements?

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

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Fridays from 1:00-3:50pm EST
- review online learning materials, including assigned media content and readings;
- complete weekly skill building activity assignments;
- participate in six field activities, including search, survey, excavation and recovery of evidence;
- produce a critical assessment poster and present your findings in a final course seminar.

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

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

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials or assignments, please visit my **open face-to-face office hours in Howard Philips Hall 309F on Mondays from 9:30-11:30am.** If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

How do I get started in the course?

After reading this Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know,** which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

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 start on the **REQUIRED ACTIVITY: She Blinded Me with Science** discussion in the COURSE INTRO: Things You Should Know. Your first discussion post is due by **05:00pm EST** on **AUG 28, 2019**, and your discussion response is due by **11:59pm EST** on **AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required & Weekly Activities (13)	130	45%
Field Activity Reports (6)	120	40%
Final Project Poster & Presentation	100	15%
Total Possible	*350*	*100%*

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

- **Required Activity:** You will need to submit two discussion responses (initial post and reply) as a required academic activity to initiate your class participation. In the activity, you will complete a set of assigned readings and respond to two discussion prompts concerning the CSI effect in forensic science and how it relates to forensic archaeology. **You are required to participate in and submit both discussion responses in the Required Activity assignment** described in the Course Intro module.

- **Weekly Activities:** These short case-related or data set activities are designed to help you think critically about, articulate, and reflect on key concepts related to forensic archaeology, evidence collection and logistical issues presented in course materials. **You are required to participate in and submit all 12 Weekly Activity assignments** described in the learning modules.

- **Field Reports:** You will be working in small groups to complete field activities. These assignments are designed around your critical evaluation of scene search, survey, evidence collection, and field recovery of remains. **You are required as a group to complete and submit all 6 Field Reports assignments** located in the learning modules.

- **Final Project:** You will need to choose a topic in forensic archaeology to research and prepare an annotated bibliography based on that topic. From this information, you will need to construct an informational poster and present your results at a final project seminar during finals week. Instructions for each stage of the final project can be found in the learning modules. **You are required to complete and submit all four Project assignments.**

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%		

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

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

How do I view my grades?

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

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). **Three or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.**

With this in mind, the following circumstances require academic responsibility on your part:

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

- If you find yourself in a situation where you are **going to miss a class meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

Is the course accessible for students with disabilities?

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

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

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

What academic resources are available to me?

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

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

How is respect for diversity maintained?

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

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

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

How is academic integrity maintained?

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

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

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). 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 email inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check my 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 utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

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

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

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

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

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor for assistance as soon as possible.

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

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

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

Can I use external study groups and course websites?

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

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

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

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

What do I do if there is a campus emergency?

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

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

What is my course discussion and assignment schedule?

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

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

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

Date	Details	
Wed Aug 28, 2019	📝 REQUIRED ACTIVITY: She Blinded Me with Science	due by 5pm
Fri Aug 30, 2019	📝 REQUIRED ACTIVTY: Colleague Response	due by 12pm
Wed Sep 4, 2019	📝 ACTIVITY 1: I've Committed Murder	due by 11:59pm
Wed Sep 11, 2019	📝 ACTIVITY 2: The Bone Bag	due by 11:59pm
Wed Sep 18, 2019	📝 ACTIVITY 3: Breaking Up Is Hard to Do	due by 11:59pm
Fri Sep 20, 2019	📝 PROJECT: Topic Approval	due by 11:59pm
Wed Sep 25, 2019	📝 ACTIVITY 4: Lookin' Out My Back Door	due by 11:59pm
Wed Oct 2, 2019	📝 ACTIVITY 5: I Still Haven't Found What I'm looking For	due by 11:59pm
Wed Oct 9, 2019	📝 ACTIVITY 6: Maps and Legends	due by 11:59pm
	📝 FIELD REPORT: Mapping a Scene	due by 11:59pm
Wed Oct 16, 2019	📝 ACTIVITY 7: The Insect God	due by 11:59pm
	📝 FIELD REPORT: Biotic Evidence	due by 11:59pm
Wed Oct 23, 2019	📝 ACTIVITY 8: Skin and Bones	due by 11:59pm
	📝 FIELD REPORT: Surface Remains Recovery	due by 11:59pm
Wed Oct 30, 2019	📝 ACTIVITY 9: Maxwell's SIlver Hammer	due by 11:59pm
	📝 FIELD REPORT: Degradation of Evidence	due by 11:59pm
Wed Nov 6, 2019	📝 ACTIVITY 10: We Didn't Start the Fire	due by 11:59pm
Fri Nov 8, 2019	📝 PROJECT: Annotated Bibliography	due by 11:59pm

Wed Nov 13, 2019	📝 FIELD REPORT: Burnt Remains Recovery	due by 11:59pm
Wed Nov 20, 2019	📝 ACTIVITY 11: Digging in the Dirt	due by 11:59pm
Mon Dec 2, 2019	📝 ACTIVITY 12: Desaparecidos	due by 11:59pm
	📝 FIELD REPORT: Buried Remains Recovery	due by 11:59pm
Fri Dec 6, 2019	📝 PROJECT: Method / Process Poster	due by 1pm
	📝 PROJECT: Seminar Presentation	due by 1pm

Biobehavioral Anthropology

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

ANT 3541 • Fall (01) 2019

Department of Anthropology • College of Sciences
University of Central Florida

Course Information

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

Professor Contact

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

GTA Contact

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

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

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

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

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

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

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

What textbook will I need?

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

NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.
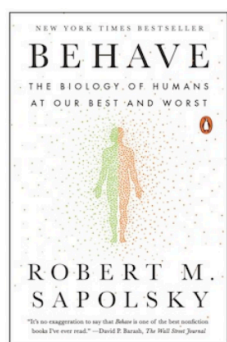
Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky
Edition: Reprint or eBook
Year: 2017
Publisher: Penguin Press
ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

How should I plan my course schedule?

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

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

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

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

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

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

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

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

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

How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know,** which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Neuromythology** quiz in the COURSE INTRO: Things You Should Know by **11:59pm EST** on **AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

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

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 12 possible grades.**

- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human behavior and current issues presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.

- **Behavior Study papers:** These assignments are designed around your participation in ongoing online behavior studies (IRB approved) and how they relate to materials covered in the course and peer-reviewed scholarly journal articles **You are required to submit all 3 Behavior Study assignments** located in the learning modules.

- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams.**
  - **NOTE**: **Exams for this course will be written online** at set dates during the term. You may also opt to write your exams in paper form on the set dates during regular class time and the scheduled final exam period. **If you would prefer the paper format for your exams, you MUST notify me in writing** no later than **11:59pm EST** on **SEP 17, 2019**.

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

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

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

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

How do I view my grades?

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

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

submission. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTAs will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as correct**.

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

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

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

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

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

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

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

What academic resources are available to me?

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

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

How is respect for diversity maintained?

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

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

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

How is academic integrity maintained?

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

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

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

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

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

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

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

Why should I use WebCourses Email Inbox?

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

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

All communication between student and instructor, between student and GTAs, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTAs and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

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

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

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

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

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

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

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

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

Can I use external study groups and websites?

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?

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

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

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

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

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

Nutritional Anthropology

ANT 4467 (0M01) · Fall 2019

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

Course Information

Course Name:	Nutritional Anthropology
Course ID:	ANT 4467 (0M01) / Fall 2019
Credit Hours:	3.0 hours
Location/time:	Business Administration 1-121 / Thursdays 3:00-4:15pm

Professor Contact

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

GTA Contact

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

University Catalog Description

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

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

What is this course about?

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

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

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

What skills will I develop in this course?

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

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

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

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

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

What textbook will I need?

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

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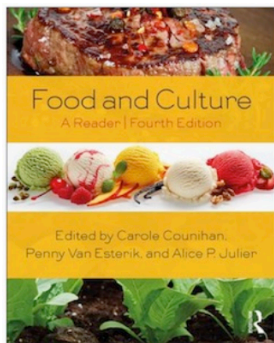
Food and Culture: A Reader

Authors: C. Counihan, P. Van Esterik, A. Julier
Edition: 4th
Year: 2019
Publisher: Routledge (Taylor & Francis Group)
ISBN: 9781138930582

Available in paperback and eTextbook formats

How should I plan my mixed-mode course time?

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

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

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

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

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

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

Is the course accessible for students with disabilities?

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

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

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

What are the course requirements?

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

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

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

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

How do I get started in the course?

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

includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Dig In!** quiz in the COURSE INTRO: Things You Should Know by **11:59pm EST** on **AUG 30, 2019**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

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

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**

- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**

- **In-Class Activities:** These short in-class activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. **You are required to participate in and submit all 6 In-Class Activity assignments** described in the learning modules.

- **Response Papers:** These assignments are designed around your critical evaluation of food research, food experiences, and food access and how these topics relate to materials covered in the course and peer-reviewed scholarly journal articles. **You are required to submit all 3 Response Paper assignments** located in the learning modules.

- **Exams:** You will need to demonstrate that you understand terms, concepts, examples, and historical and current understandings in nutritional anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to write and submit all 3 exams online.**

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

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

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

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

How do I view my grades?

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

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTAs will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as correct**.

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

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

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

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

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

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

What academic resources are available to me?

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

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

How is respect for diversity maintained?

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

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

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

How is academic integrity maintained?

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

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

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

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

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

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

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

Why should I use WebCourses Inbox messaging?

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

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

All communication between student and instructor, between student and GTAs, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTAs and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

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

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

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

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

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

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

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

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

Can I use external study groups and course websites?

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

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

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

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

What do I do if there is a campus emergency?

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

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

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

What is my course lecture and assignment schedule?

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

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

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

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

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