



## Archaeology and Popular Culture ANT 3106 Spring 2018 (3 credits)

Instructor:	Dr. Pete T. Sinelli
Office:	Phillips Hall 309 c
Office phone:	823-2227
Cell phone:	(407) 575-6456
Email:	<a href="mailto:ptsinelli@gmail.com">ptsinelli@gmail.com</a>
Teaching Assistants and their office hours	TBA
Classroom	CB1 103
Class Hours:	Section 0M01 Th 3:00-4:15
Sinelli Office Hours:	Mon 11:00-1:15 Tues/Thurs 12-2:45

**Course Description:** This course This course explores archaeology's character and meaning as it is portrayed in contemporary popular culture. Archaeology holds a considerable fascination for a large portion of the general public, but how does the public obtain its information about the ancient past? This course discusses the popular meanings of archaeology and the conception of archaeologists, and contrasts these with reality. Following on from this, the significance of archaeology in contemporary film, the media, fiction and nonfiction literature, art and advertising are presented and discussed. This course also assesses the extent to which the often stereotypical portrayals of archaeology in popular culture are either harmful or beneficial and archaeology's role in society.

### Course Objectives:

- Identify the ways in which the past has been mobilized in popular culture and why

- Critically examine the potential effects such mobilization has on the general public's understanding of the past
- Consider the implications of archaeology in popular culture for various stakeholders in the past
- Critically evaluate specific examples of archaeology in popular culture
- Present your own assessments concerning certain examples of archeology within popular culture to non-specialists

### **Required Text**

Feder, K. L. 2018. *Frauds, Myths, and Mysteries*. 9<sup>th</sup> Edition

Additional readings will be assigned over the course of the semester.

You will also need to watch “The Mummy” with Brandon Frasier in Week 8 so that you can complete an assignment on it. I cannot put it online due to copyright issues. But you can get it on Netflix, Amazon Prime, etc.

### **Course Evaluation:**

Students' grades will be based out of 500 total points. Grades for every assignment will be posted online.

#### 2 exams – 200 points (100 each)

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

#### 3 Assignments - 150 points (50 each)

You will complete three role-playing assignments that are based on topics we discuss in class. Specific paper guidelines will be discussed in class at the appropriate time.

**Assignment 1: Anthropology Survey.** Pretend that you are an anthropologist studying public beliefs about archaeology, pseudoscience myths, and perceptions of the past. Construct a survey of 15 brief statements about both legitimate archaeological facts and pseudoscientific babble and ask at least ten regular people if they agree, disagree, or are neutral with the statements. You will turn in a report that includes the statements you developed, anonymous demographic profiles of your participants (e.g. age, sex, occupation, level of education), a summary of the results, and your analysis of where you think archaeologists are doing well and doing poorly in conveying scientific fact to the general public.

**Assignment 2: Journal Editor.** Pretend you are on the editorial board of an archaeological journal. Find an article in popular media (i.e. NOT in a scholarly, academic or peer-reviewed book or journal) that discusses a new archaeological discovery. Analyze the article for scientific accuracy and note any discrepancies. Also, how does the article present the science? How does the article present the archaeologists? What conclusions does it draw? If this article were submitted to your journal, would you, as editor, agree to publish it?

**Assignment 3: TV Critic.** Pretend you are the TV critic for a popular science magazine (something like Discover or Scientific American). Watch an episode of any TV series that purports to explore mysteries of the past. Evaluate if their conclusions are rooted in the scientific method. Identify what they got right, as well as any inaccuracies or unsubstantiated statements made in the show. Finally, make a recommendation to your readers: should they view this particular TV series as a legitimate source of scientific information or not?

#### 10 weekly modules – 150 points (15 points each)

As this is a mixed mode class, in lieu of attending lecture on Fridays you will complete a total of 10 weekly modules through Webcourses. These will be based on chapters from the textbook (but one is based on the Mummy movie) and your assessment for each module is a Canvas-based online quiz.

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete **Module 1** by the end of the first week of classes, or as soon as possible after adding the course, but no later than 11:59 PM on January 12, 2018. **Failure to do so will result in a delay in the disbursement of your financial aid.**

### **Grading Scheme Used For Final Grades:**

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

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

Individual exams and quizzes will not be curved. Neither will the overall course distribution.

### **CLASSROOM POLICIES**

**Exams:** To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam.

**Make-up Exams:** If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. **DON'T PLAN ON WALTZING INTO CLASS THE WEEK AFTER THE EXAM WITH SOME EXCUSE ABOUT WHY YOU MISSED IT.**

I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—**NO EXCEPTIONS**. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

**Exam discussions:** I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with a me or a TA and we will gladly go over your exams with you on an individual basis.

**Announced quizzes:** To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

**Scantron Issues:** If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA **IMMEDIATELY** to arrange a time to meet them, find your scantron, and correct the error. **YOU HAVE ONE WEEK FROM THE DAY THE GRADE WAS POSTED TO CLEAR UP THE MATTER. LAST MINUTE REQUESTS FOR HAND GRADING OF SCANTRONS WILL NOT BE HONORED.**

**Other grade disputes:** If you feel that your grade on a test or assignment is inaccurate, it is your responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

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

Special needs students: I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from Student Disability Services that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.



# BLOOD AND VALOR: THE VIKING WORLD

ANT 3107(0W59) • Spring 2017

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

## *Course Information*

<b>Course name:</b>	Blood and Valor in the Viking World
<b>Course ID:</b>	ANT 3107 (0W59)
<b>Credit hours:</b>	3.0 hours
<b>Semester/year:</b>	Spring 2018
<b>Location/time:</b>	Online via WebCourses@UCF
<b>Course GTA:</b>	Samantha Michell
<b>GTA hours:</b>	TBA (online through Chat)
<b>GTA e-mail:</b>	via WebCourses Inbox

## *Professor Contact*

<b>Instructor:</b>	Dr. Lana Williams
<b>Main office:</b>	Phillips Hall 309F
<b>Office hours:</b>	Tuesday 12:30-1:30pm EST (online Chat or Conference) Tuesday 1:30-2:30pm EST (in person on UCF Main Campus) or by scheduled appointment
<b>Phone:</b>	407-823-2227
<b>E-mail:</b>	lana.williams@ucf.edu

## *University Catalog Description*

Examines anthropological and archaeological themes of Norse daily life, belief systems, mortuary treatment, material culture, and culture contact history. **Prerequisite:** Sophomore standing or C.I.

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

### **MINOR IN MEDIEVAL AND RENAISSANCE STUDIES**

This course fulfills a requirement for UCF's Interdisciplinary Minor in Medieval and Renaissance Studies. Students interested in earning a minor in Medieval and Renaissance Studies, or merely learning more about the program should contact the Department of English for more information.

## *What is this course about?*

In popular culture, Vikings are little more than horn-helmeted, blood-thirsty raiders who plundered their way across Europe in the Middle Ages. For three hundred years, the Norse dominated the peoples of “civilized” Europe, whose negative view of them as violent barbarians has been passed down to us.

But Vikings did much more – they brought empires to their knees; they traded and settled deep into Poland and Russia; they fought as mercenaries and explored the uncharted waters of the North Atlantic, becoming the first Europeans to venture into North America. By AD 1100 the Norse had fundamentally altered the political, religious, economic and military life in much of the known world.

This course is designed to separate fact from fiction by critically examining anthropological themes in preserved material culture, archaeological sites, and place-name evidence alongside historical texts to uncover the real stories behind the popular view of the Viking World.

## *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 archaeological finds and people of the Viking World.

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

- Identify key artifacts, archaeological sites, events and art styles represented in the Viking World Reframe
- the single, monolithic entity of ‘Viking’ often portrayed in modern media into the highly regionalized lifeways found among the Scandanavian regions
- Explain the cultural interactions, economics, and settlement of early Norsemen and their assimilation after leaving Scandinavia
- Describe the nature of ancient Viking afterlife and proper treatment of the dead
- Distinguish how society, politics and religious ideology evolved through three centuries of Viking history
- Critically engage with the contradictory and complementary nature of archaeological, historical, and textual sources concerning the Viking world

## *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 to study for quizzes and exams. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.



### ***The World of the Vikings***

Author: R. Hall

Edition: 1st

Year: 2013

Publisher: Thames & Hudson

ISBN: 9780500290514

Available in paperback format



### ***The Legend of Ragnar Lothbrock***

Author: C. Van Dyke

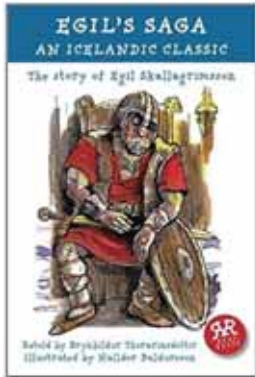
Edition: 1st

Year: 2016

Publisher: Graymalkin Media

ISBN: 9781631680632

Available in paperback and eBook format



### ***Egil's Saga: An Icelandic Classic***

Author: Brynhildur Thorarinsdottir

Edition: 1st

Year: 2016

Publisher: Real Reads

ISBN: 9781906230876

Available in paperback

## ***Who should take this course online?***

Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. To be successful in an online learning environment, you will need to plan your time and maintain self-paced discipline throughout the term.

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – 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 Spring 2018 term, you should expect to spend around **three hours of 'class time' each week listening to online lectures, taking notes, viewing and listening to media, and reading the assigned work** in each learning module. You should also plan on setting aside at least **two-to-three hours each week to review materials, complete required assignments, and participate in course activities.** 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.

Please do not be tempted to skip a seemingly small two or three days of reviewing learning materials 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 Tuesdays from 12:30-1:30pm EST**. If you are on UCF's Main Campus, you can also visit my **open office in Howard Philips Hall 309F on Tuesdays from 1:30-2:30pm EST**. If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or UCF Main Campus appointment if 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 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses 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?*

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

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your 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 Spring 2018 semester begins on **January 09, 2018** and ends on **May 01, 2018**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- review learning module materials, including any assigned media content and readings from your textbooks;
- use the provided handouts and study guides;
- submit 14 quizzes (two lowest scores are dropped);
- participate in 6 Point-of-View discussions (lowest score is dropped);
- submit 3 Learning Runes and Old Norse assignments;
- submit 3 online written exams.



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

You are expected to submit **12 of the 14 quizzes** and participate in **5 of the 6 point-of-view discussions** listed in the learning modules. You are allowed to submit work for all 14 quizzes and/or all 6 discussions, as WebCourses will automatically drop the two lowest scores from your quiz grades and the one lowest score from your discussion grades. Many students take advantage of this at the very start by not submitting work, 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 and discussion you have submitted** using the 'Grades' button in the menu on the left.

**All graded work is due on an assigned schedule**, and once a quiz, assignment, discussion or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor based on an approved excused absence. Please note the due dates carefully. A missed quiz, assignment, discussion or exam will not be accepted unless there is a 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, how to set up your computer and/or use 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 textbooks 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: Going i-Vikingr** in the COURSE INTRO: Things You Should Know by **11:59p m EST** on **JAN 12, 2018**, 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.

The REQUIRED ACTIVITY is intended to familiarize you with your textbooks and the various topics that we will be exploring in Blood and Valor in the Viking World over the term. You will use the online discussion tools and submit your discussion responses, providing you with an opportunity to meet other students, share your interests, and maybe find an online 'study buddy' for the course.

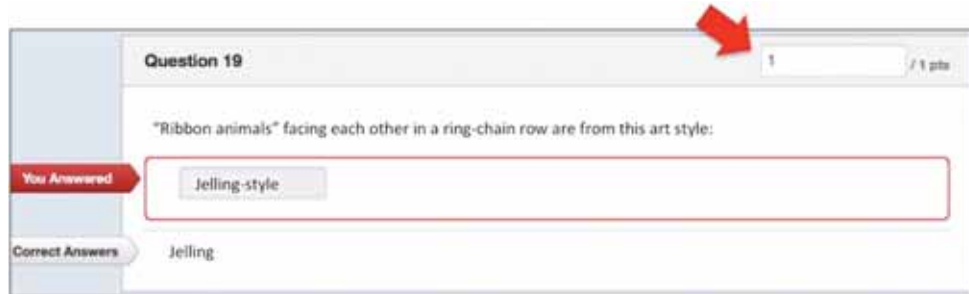
## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Quizzes	180	25%
Point-of-view discussions	50	20%
Runes and Old Norse assignments	150	20%
Exams	300	35%
<i>Total Possible</i>	<i>680</i>	<i>100%</i>

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

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



Correct answers for each quiz 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.

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

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

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

## *What if I miss a 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 a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy 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** 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 find yourself in a situation where you are **going to miss an exam**, 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).

## *How is respect for diversity maintained?*

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

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

## *How is academic integrity maintained?*

Plagiarism, cheating, or academic dishonesty of any kind on an exam or any other course work **will not be tolerated** and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or 'Z' grade for the entire course) and 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 plagiarism and cheating during the grading process.**

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else, do not use the work of someone else as yours, and above all, 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.

I, and your GTAs, will also adhere to the highest standards of academic integrity, 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 (i.e., 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?*

In this course, our **official mode of communication is through the secure WebCourses Inbox system.** This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the 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 professor (or 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. For example, we will not respond to:

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

## *What are the technology and software requirements?*

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).

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



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



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



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

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

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTAs so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item. You can find more information about computer set-up and online technical assistance in the [COURSE INTRO: Things You Should Know](#) module.

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

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

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









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

## *What is the course lecture and assignment schedule?*

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

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

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







Date	Details	
Fri Jan 12, 2018	 <b>REQUIRED ACTIVITY: Going i-Vikingr</b>	due by 11:59pm
Mon Jan 15, 2018	 <b>QUIZ 1: The Vikings</b>	due by 11:59pm
Thu Jan 18, 2018	 <b>POV 1: A Mighty Society?</b>	due by 11:59pm
Mon Jan 22, 2018	 <b>POV 1: Group Response</b>	due by 11:59pm
	 <b>QUIZ 2: Social and Private Life</b>	due by 11:59pm
Thu Jan 25, 2018	 <b>POV 2: Modern Viking Hero?</b>	due by 11:59pm
Mon Jan 29, 2018	 <b>POV 2: Group Response</b>	due by 11:59pm
	 <b>QUIZ 3: Heroes and Sagas</b>	due by 11:59pm

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	 <b>QUIZ 4: Ships and Trade</b>	due by 11:58pm
Mon Feb 5, 2018	 <b>EXAM 1</b>	due by 11:59pm
	 <b>RUNES AND OLD NORSE 1: The Basics</b>	due by 11:59pm
Mon Feb 12, 2018	 <b>QUIZ 5: Berserking and Raiding</b>	due by 11:59pm
Thu Feb 15, 2018	 <b>POV 3: Which Tree Branch?</b>	due by 11:59pm
Mon Feb 19, 2018	 <b>POV 3: Group Response</b>	due by 11:59pm
	 <b>QUIZ 6: Pagan Worlds</b>	due by 11:59pm
Mon Feb 26, 2018	 <b>QUIZ 7: Feasts and Fires</b>	due by 11:59pm
Thu Mar 1, 2018	 <b>POV 4: The Real Rollo?</b>	due by 11:59pm
Mon Mar 5, 2018	 <b>POV 4: Group Response</b>	due by 11:59pm
	 <b>QUIZ 8: Contact and Conflict</b>	due by 11:59pm
	 <b>RUNES AND OLD NORSE 2: Funerary Odes</b>	due by 11:59pm
Sun Mar 11, 2018	 <b>QUIZ 9: Invading the East</b>	due by 11:58pm
	 <b>EXAM 2</b>	due by 11:59pm
Mon Mar 26, 2018	 <b>QUIZ 10: Settling Down</b>	due by 11:59pm
Thu Mar 29, 2018	 <b>POV 5: Egil's Saga</b>	due by 11:59pm
Mon Apr 2, 2018	 <b>POV 5: Group Response</b>	due by 11:59pm
	 <b>QUIZ 11: North Atlantic</b>	due by 11:59pm
Mon Apr 9, 2018	 <b>QUIZ 12: Runes and Picture Stones</b>	due by 11:59pm

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Mon Apr 16, 2018	 <b>QUIZ 13: Greenland's Transition</b>	due by 11:59pm
	 <b>RUNES AND OLD NORSE 3: Your Monument</b>	due by 11:59pm
Thu Apr 19, 2018	 <b>POV 6: Longest Voyage?</b>	due by 11:59pm
Mon Apr 23, 2018	 <b>POV 6: Group Response</b>	due by 11:59pm
	 <b>QUIZ 14: New Found Land</b>	due by 11:59pm
Sat Apr 28, 2018	 <b>EXAM 3</b>	due by 11:59pm

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# Life & Death in Ancient Egypt

ANT 3148 (W) • Spring 2018

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

## *Course Information*

<b>Course name:</b>	Life and Death in Ancient Egypt
<b>Course ID:</b>	ANT 3148 (0W59)
<b>Credit hours:</b>	3.0 hours
<b>Semester/year:</b>	Spring 2018
<b>Location/time:</b>	Online via WebCourses@UCF
<b>Course GTAs:</b>	Samantha Michell and Alexandria Brock
<b>GTA hours:</b>	Thursday 11:00am to 12:00pm (online through Chat)
<b>GTA e-mail:</b>	via WebCourses Inbox

## *Professor Contact*

<b>Instructor:</b>	Dr. Lana Williams
<b>Main office:</b>	Phillips Hall 309F
<b>Office hours:</b>	Tuesday 9:30-10:30pm EST (online Chat or Conference) Tuesday 10:30-11:30am EST (in person on UCF Main Campus) or by appointment
<b>Phone:</b>	407-823-2227
<b>E-mail:</b>	lana.williams@ucf.edu

## *University Catalog Description*

Use of archaeology and physical anthropology to examine the lives and deaths of both common citizens and royalty in Ancient Egypt (3200 BCE – AD 600). **Prerequisite:** Sophomore standing

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

## *What is this course about?*

What was daily life like in ancient Egypt? Since the days of Alexander the Great, travelers around the world have marveled at the artistic and architectural legacy of the Ancient Egyptians, and have wondered about their literature, religion, and culture. Our understanding of this remarkable and long-enduring civilization continues to deepen and grow even today.

This course provides an overview of how people lived and died in ancient Egypt as evidenced through archaeological and physical remains. We will explore the history of Ancient Egypt from prehistory and its first political organization (c. 3200 BCE) through its declining years as a Roman colony (c. AD 600). In addition, Ancient Egypt's interconnections with contemporary cultures of Nubia, the Mediterranean and the Middle East will be examined through exchange of ideology and technology represented in grand artifacts of kings and simple objects of daily life. You will also be introduced to important problems facing archaeologists and cultural heritage programs in Egypt today.

## *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 archaeological finds and people of ancient Egypt.

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

- Identify key artifacts and architectural styles representing periods of development in Ancient Egyptian history.
- Describe the disciplinary underpinnings of Egyptian archaeology and public consumption of Egyptian thematics.
- Summarize the geographical, historical and social contexts of ancient Egypt's lavish material culture and monumental architecture.
- Explain the shifting nature of ancient Egyptian afterlife and proper preparation of the dead.
- Distinguish how society, politics and religious ideology evolved to meet new challenges throughout 3000 years of pharaonic history.
- Generate informed opinions on issues of repatriation, tourism and world heritage facing Egyptian archaeology today.

## *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 to study for quizzes and exams. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.



### ***Introduction to the Archaeology of Ancient Egypt***

Author: K. Bard

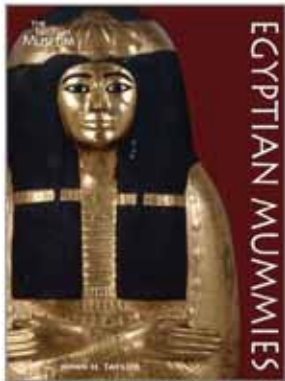
Edition: 2nd (required)

Year: 2015

Publisher: Wiley Blackwell

ISBN: 0470673362

Available in paperback and eTextbook formats



## ***Egyptian Mummies***

Author: J.H. Taylor

Edition: 1st

Year: 2011

Publisher: University of Texas Press

ISBN: 0292725868

Available in paperback format

### ***Who should take this course online?***

Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. To be successful in an online learning environment, you will need to plan your time and maintain self-paced discipline throughout the term.

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – 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 Spring 2018 term, you should expect to spend around **three hours of 'class time' each week listening to online lectures, taking notes, viewing and listening to media, and reading the assigned work** in each learning module. You should also plan on setting aside at least **two-to-three hours each week to review materials, complete required assignments, and participate in course activities.** 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.

Please do not be tempted to skip a seemingly small two or three days of reviewing learning materials 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 Tuesdays from 9:30-10:30am EST.** If you are on UCF's Main Campus, you can also visit my **open office in Howard Philips Hall 309F on Tuesdays from 10:30-11:30am EST.** If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or UCF Main Campus appointment if 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 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses 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?*

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

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your 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 Spring 2018 semester begins on **January 09, 2018** and ends on **May 01, 2018**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- review learning module materials, including any assigned media content and readings from your textbooks;
- use the provided handouts and study guides;
- submit 14 quizzes (two lowest scores are dropped);
- participate in 6 Point-of-View discussions (lowest score is dropped);
- submit 4 Learning Hieroglyph assignments;
- submit 3 online written exams.

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

You are expected to submit **12 of the 14 quizzes** and participate in **5 of the 6 point-of-view discussions** listed in the learning modules. You are allowed to submit work for all 14 quizzes and/or all 6 discussions, as WebCourses will automatically drop the two lowest scores from your quiz grades and the one lowest score from your discussion grades. Many students take advantage of this at the very start by not submitting work, 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 and discussion you have submitted** using the 'Grades' button in the menu on the left.

**All graded work is due on an assigned schedule**, and once a quiz, assignment, discussion or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor based on an approved excused absence. Please note the due dates carefully. A missed quiz, assignment, discussion or exam will not be accepted unless there is a 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, how to set up your computer and/or use 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 textbooks 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: A Dynamite Start** in the COURSE INTRO: Things You Should Know by **11:59pm EST on JAN 12, 2018**, 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.

The REQUIRED ACTIVITY is intended to familiarize you with your textbooks and the various topics that we will be exploring in Life and Death in Ancient Egypt over the term. You will use the online discussion tools and submit your discussion responses, providing you with an opportunity to meet other students, share your interests, and maybe find an online 'study buddy' for the course.

## *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:

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Quizzes	180	25%
Point-of-view discussions	50	20%
Learning hieroglyphs assignments	120	20%
Exams	300	35%
<i>Total Possible</i>	<i>650</i>	<i>100%</i>

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistants (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 released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your 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 being 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 **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



Correct answers for each quiz 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.

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.

### *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 a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy 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** 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 find yourself in a situation where you are **going to miss an exam**, 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).

## *How is respect for diversity maintained?*

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

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

## *How is academic integrity maintained?*

Plagiarism, cheating, or academic dishonesty of any kind on an exam or any other course work **will not be tolerated** and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or 'Z' grade for the entire course) and will be subject to appropriate referral to the **Office of Student Conduct** (<http://osc.sdes.ucf.edu/faq#students>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (<http://goldenrule.sdes.ucf.edu/>) for further information. **All written work for this course is automatically reviewed for plagiarism and cheating during the grading process.**

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else, do not use the work of someone else as yours, and above all, 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.

I, and your GTAs, will also adhere to the highest standards of academic integrity, 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 (i.e., 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?*

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the 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 professor (or 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. For example, we will not respond to:

FM: partaymnstr18@gmail.com

"Hey! When are exam grades posted? Did I do ok? ATM AFC!"

Sent from iPhone.

## *What are the technology and software requirements?*

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for **lab hours and locations** (<http://guides.ucf.edu/c.php?g=78577&p=517810>) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)

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





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



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



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

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

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTAs so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item. You can find more information about computer set-up and online technical assistance in the **COURSE INTRO: Things You Should Know** module.

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

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

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

















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

## What is the course lecture and assignment schedule?

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

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

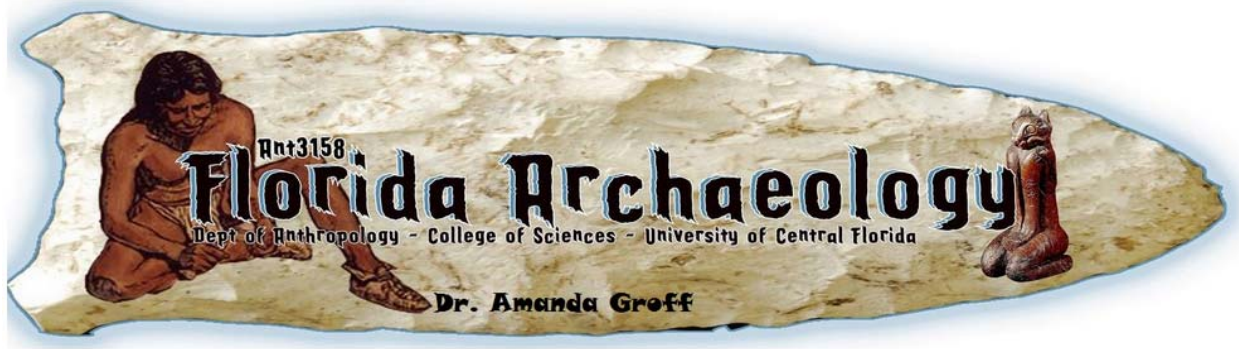
- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Date	Details	
Fri Jan 12, 2018	 <a href="#">REQUIRED ACTIVITY: A Dynamite Start</a>	due by 11:59pm
Mon Jan 15, 2018	 <a href="#">QUIZ 1: Travelers, Thieves and Scholars</a>	due by 11:59pm
Thu Jan 18, 2018	 <a href="#">POINT-OF-VIEW 1: Modern Hieroglyphs?</a>	due by 11:59pm
Mon Jan 22, 2018	 <a href="#">QUIZ 2: Kings, Codes and Chronologies</a>	due by 11:59pm
Sun Jan 28, 2018	 <a href="#">HIEROGLYPHS 1: Using a Glyph Dictionary</a>	due by 11:59pm
Mon Jan 29, 2018	 <a href="#">QUIZ 3: The Red and the Black</a>	due by 11:59pm
Mon Feb 5, 2018	 <a href="#">QUIZ 4: Farmers to Pharaohs</a>	due by 11:59pm
Thu Feb 8, 2018	 <a href="#">POINT-OF-VIEW 2: Old and New Inventions</a>	due by 11:59pm
Sun Feb 11, 2018	 <a href="#">HIEROGLYPHS 2: Reading King's Names and Titulary</a>	due by 11:59pm
	 <a href="#">QUIZ 5: Great Pyramid Builders</a>	due by 11:59pm
Mon Feb 12, 2018	 <a href="#">EXAM 1</a>	due by 11:59pm
	 <a href="#">POV 2: Group Response</a>	due by 11:59pm
Mon Feb 19, 2018	 <a href="#">QUIZ 6: Growing Up</a>	due by 11:59pm
	-	
Thu Feb 22, 2018	 <a href="#">POINT-OF-VIEW 3: Your Daily Life</a>	due by 11:59pm
	 <a href="#">POV 3: Group Response</a>	due by 11:59pm
Mon Feb 26, 2018	 <a href="#">QUIZ 7: Managing Egyptian World</a>	due by 11:59pm

Thu Mar 8, 2018	 <b>QUIZ 8: The Eternal Body</b>	due by 11:59pm
	 <b>POINT-OF-VIEW 4: Taking It All wth You</b>	due by 11:59pm
Mon Mar 12, 2018	 <b>POV 4: Group Response</b>	due by 11:59pm
Sun Mar 18, 2018	 <b>HIEROGLYPHS 3: Reading Offering Formulas</b>	due by 11:59pm
Mon Mar 19, 2018	 <b>QUIZ 9: Provisioning the Dead</b>	due by 11:59pm
Mon Mar 26, 2018	 <b>QUIZ 10: Destiny of the Dead</b>	due by 11:59pm
	 <b>EXAM 2</b>	due by 11:59pm
Mon Apr 2, 2018	 <b>QUIZ 11: Competing Kingdoms</b>	due by 11:59pm
Thu Apr 5, 2018	 <b>POINT-OF-VIEW 5: Egypt's Queens and Power</b>	due by 11:59pm
Mon Apr 9, 2018	 <b>POV 5: Group Response</b>	due by 11:59pm
	 <b>QUIZ 12: Empire and Revolution</b>	due by 11:59pm
Sun Apr 15, 2018	 <b>HIEROGLYPHS 4: Reading Coffin Texts</b>	due by 11:59pm
Mon Apr 16, 2018	 <b>QUIZ 13: Age of Foreign Empires</b>	due by 11:59pm
Thu Apr 19, 2018	 <b>POINT-OF-VIEW 6: Who's the Greatest Leader?</b>	due by 11:59pm
Mon Apr 23, 2018	 <b>POV 6: Group Response</b>	due by 11:59pm
	 <b>QUIZ 14: Greeks and Romans</b>	due by 11:59pm
Sat Apr 28, 2018	 <b>EXAM 3</b>	due by 11:59pm

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## ANT 3158 Florida Archaeology

Dr. Groff

### Syllabus

## Instructor Contact

<p><b>Instructor</b></p>	 <p>Dr. Amanda T. Groff</p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours(Virtual)</b></p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person          Wednesdays 10am-12pm; 1-2pm <b>Please make an appointment first!!</b></p>
<p><b>Phone</b></p>	<p>Dept Phone: 823-2227</p>
<p><b>E-mail</b></p>	<p>amanda.groff@ucf.edu</p>
<p><b>GTA</b></p>	<p>Thomas Lee</p>
<p><b>GTA E-Mail</b></p>	<p>tomlee@knights.ucf.edu</p>

# Course Information

<b>Course Name</b>	ANT 3158- Florida Archaeology
<b>Credit Hours</b>	3 hrs
<b>Semester/Year</b>	Spring 2018
<b>Location</b>	100% Online

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## Course Description

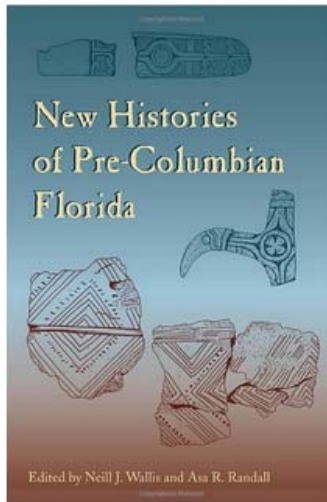
The course is organized both temporally and geographically: we begin with the first inhabitants of Florida, then trace the development of distinctive native cultural traditions in the various areas of the state. Archaeology in Florida has produced groundbreaking research on the Pre-Columbian people who inhabited this state. There have been many great discoveries in Florida, from well-preserved underwater Paleoindian sites and wet sites, to early and grandiose traditions of mound building, and evidence of extra-local connections and distinctive homegrown ritualities. All of these subjects and more will be discussed throughout the semester. There is still much to learn from Florida's past, but unfortunately the rate of research cannot keep pace with the speed of site destruction through urban development, looting, and the impacts of nature such as sea level rise. As such, my ultimate goal for this class is to draw attention to Florida's rich history in hopes that you might contribute to its preservation.

## Course Goals

**The specific objectives for this course are to:**

- Introduce students to archaeological practices in Florida, as well as practice in general
- Provide an overview of the methods and theories that guide archaeological research in Florida.
- Explain the significant impact that prehistoric archaeology has had on the understanding of early Florida.
- Highlight the organization of Florida's regions
- Introduce students to the various pottery and lithics found in Florida

## Required Text:



- "New Histories of Pre-Columbian Florida" by Wallis and Randall
- Publisher: University of Florida Press (reprint edition 2016; 2014 okay too)
- ISBN: 978-0813062099
- This book is a compilation of articles
- There are also additional chapter readings included in each module (From "The Archaeology of Pre-Columbian Florida")

## Course Requirements:

This course begins on January 8th, 2018 and ends on April 27th, 2018. Your grade in this course will be based out of **510 total points**. There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 140 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

# Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 12
1	5	10	January 19
2	5	10	January 19
3	5	15	February 2
4	5	15	February 2
Exam 1	100		February 9
5	5	15	February 23
6	5	10	February 23
7	5	15	March 9
8	5	10	March 9
Exam 2	100		March 23
9	5	10	April 6
10	5	10	April 6
11	5	10	April 20
12	5	10	April 20
Exam 3 (Final)	100		April 27
<b>TOTAL</b>	<b>370</b>	<b>140</b>	

**You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.**

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

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

# Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

## Reviewing Quiz/Assignment Questions:

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



# Important Dates and Information

Add class deadline Friday, January 12 ; Drop class deadline: Thursday, January 11

Withdrawal deadline for this course: Wednesday, March 21

Final course closing date: Friday, April 27

## First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 12**. Failure to do so will result in a delay in the disbursement of your financial aid.

## Make-ups/Excuses:

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

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

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

## Discussion Board Appropriateness:

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

## Student non-solicitation

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

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

## Email Appropriateness:

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

## Online Technology

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

## Academic Honesty

Plagiarism and Cheating of any kind on an exam, quiz, or written assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. To ensure academic honesty, Turn it in.com may be used to check students work. Turn it in.com is a website that runs students assignments against all websites and electronic versions of text and articles. Students assignments will be flagged if plagiarizing has occurred. Flagged students will then be contacted by the instructor or the TA.

**\*\*Any form of plagiarism within an assignment will result in a 0 for that assignment and the possibility of receiving a 'Z' grade (see below)**

**\*\*If you are caught plagiarizing, the professor will assign a 'Z' grade!!! A 'Z' grade will follow you around the rest of your academic career; essentially, anyone who views your transcripts will know you cheated. Do not PLAGIARIZE!!! For more info:**

<http://integrity.sdes.ucf.edu/zgrade/students>

## Plagiarism Statement:

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

For a detailed explanation on plagiarism, please click this link: [Plagiarism statement](#)

## Disability Statement

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

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

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

## Copyright

This course contains copyright protected materials such as audio or video clips, video lectures,

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

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

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

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

## **My expectations of you for taking Florida Archaeology**

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

# **What You Can Expect From Me**

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

## **Final Comments**

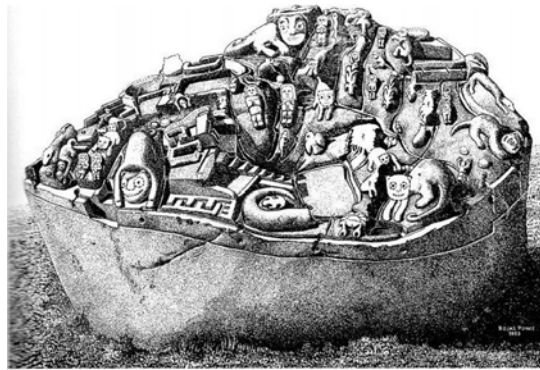
If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

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

# Ancient Incas

ANT 3164—001  
Spring 2018

Tuesdays and Thursdays, 9:00-10:15 AM  
Business Administration 2, room 207  
Dr. John Walker  
[john.walker@ucf.edu](mailto:john.walker@ucf.edu)  
409o Howard Phillips Hall



Office Hours: Tuesdays and Thursdays, 10:30 AM-12:30 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

## Course description

This course will introduce you to the ancient Inca civilization and major pre-Inca Andean societies, as well as to selected aspects of the Spanish invasion of the Inca Empire. The Inca peoples created one of the most extraordinary civilizations of all time, which controlled nearly half of South America, but did so in some important ways that differed from other world civilizations. To give just one example, they did not use writing as we know it. We will study the marvels of the Inca state, built among some of the most challenging and diverse environments in the world. In order to study the Inca Empire and its peoples, we will use diverse sources drawn from archaeology, written, and oral history.

## Course goals

To examine the cultures and societies of the pre-Columbian Andean region, especially the Inka Empire

To connect the archaeological study of the past to anthropological ideas about society in the present.

To understand how history, archaeology, and laboratory science can work together in the field.

To use new technologies to find, use and critique information.

## Textbooks and Software

There are TWO required textbooks for this class.

An Archaeology of South America, by Jerry Moore. University Press of Colorado. Paperback ISBN: 978-1-60732-332-7.

The Incas (2<sup>nd</sup> Edition), by Terence N. D'Altroy. Wiley Blackwell. Paperback ISBN: 978-1-444-33115-8.

Course readings will also be found on the webcourses site for this course, which

you must monitor. This is not a web-based course, but we will be using the webcourses site for assignments and updates to this syllabus. In addition, there are two resources that you may want to consider:

Google Earth [<http://earth.google.com/download-earth.html>] Note that you only need to download the free software. You could also try ArcGIS Earth [<http://www.esri.com/software/arcgis-earth>] which is also free.

Articles and book excerpts may also be assigned, some of which we will use in class discussions. These are listed in a separate section. All of these readings will be made available on the class website, and many of them are available from the UCF Library. Come to every class and stay current with the course website to be informed of changes in the reading schedule.

You are expected to complete the required readings before class on the first day of each unit. Stay informed by coming to class.

## Course Requirements

The requirements for this course are weighted as follows:

Class participation	100 points: attendance and participation
Final	200 points: 1 exam
Midterm	200 points: 1 exam
<u>Portfolio</u>	<u>500 points</u> : weekly writing homework
Total	1000 points

**Exams**—there will be two exams through the semester (one midterm and a final). Exams will consist of identifications, and short essay questions. All the material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend much (if any) time in class reviewing the exams. However, I encourage you to make an appointment to meet with me and I would be glad to go over the exam with you.

The term list that we will be using to study for the midterm and the final will be generated by the students and the professor in consultation. Students will use the list to prepare for the exams, and the professor will use the list to write the exams.

**Writing Portfolio**— Each week you have written homework. You must choose one of four options, each of which has different expectations and a different point value. Your portfolio grade will be calculated by dividing your total score by 500. Additionally, you must hand in at least 3 of each of the four types of assignment by the end of the semester. Doing well in the course means **completing written work every week**. You may complete more than one assignment in a given week. I will return writing assignments with feedback through webcourses within one week.

The *Finding* assignments use the library to locate an academic article relevant to that week's topic, and write a 100-word summary of its contents, which could be used by your fellow students to evaluate the article for their own use. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile

contribution and second, how useful the summary is for other students. [10 points] You will have at least 8 opportunities to hand in this kind of assignment.

The *Mapping* assignments use the library to locate an academic article relevant to that week's topic, that is linked to a specific location in the Amazon. An example would be an ethnographic account of a particular group of people. The assignment is to use Google Earth to make a placemark that links that location to either the library database or the pdf version of the file. These assignments will be evaluated according to two criteria: first, whether the article chosen is a worthwhile contribution and second, how accurate and useful the placemark is for other students. [10 points] You will have at least 8 opportunities to hand in this kind of assignment.

The *Evaluating* assignments take one of the assigned readings and write a 200 word evaluation of the arguments presented in that text, or an analysis of how that text might be part of an argument about anthropological issues in the Amazon. These assignments will be evaluated according to two criteria: first, how useful the summary of the article is for other students, and second, how much the evaluation engages with the argument of the article. [20 points] You will have at least 10 opportunities to hand in this kind of assignment.

The *Connecting* assignments take one or more of the assigned readings, including at least one from that week, and write a 500 word essay that connects the argument of the reading to a larger argument, perhaps an argument that stretches across several weeks of the class. These assignments will be evaluated according to two criteria: first, how well does the essay represent thoughtful reading of the article or articles, and second, how well developed is the argument of the essay (not of the article or articles). [50 points] You will have at least 8 opportunities to hand in this kind of assignment.

*Portfolio*—At the end of the semester I will review all of the written work of each student. There is no additional grade or points that will be assigned, but every student needs to give consistent effort throughout the semester, completing 3 of each kind of assignment, and show improvement in your writing by responding to instructor feedback.

During the semester we will discuss possibilities for other kinds of assignments that students could complete to add to their writing portfolios for extra credit.

**Grading scheme**—the +/- system will be used. The point totals correspond to the following letter grades.

A	940-1000	C	740-769
A-	900-939	C-	700-739
B+	870-899	D+	670-699
B	840-869	D	640-669
B-	800-839	D-	600-639
C+	770-799	F	<600

### **Strategies for studying**

Throughout the semester we will be working together, through discussion and in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you do this and earn a good grade:



- 1) Come to class every day. Don't cut class and expect to be able to make up the work late in the semester. This class is set up to require constant attention, and cramming for exams will only help you with 40% of your final grade (see the "grading" section above).
- 2) Take notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 3) Keep up with the reading assignments—there will be days when we don't get to cover everything that was in the reading, but most likely we will get to it later, or it will be useful in later weeks.
- 4) Please see me if you have any questions about strategies for studying (or anything else, for that matter).

### **Classroom decorum**

In order for many humans to coexist in a small room, cooperate and learn something, some basic ground rules are necessary.

**Seating and engagement**—in the event that the room is much larger than the enrollment of the class, students are expected to sit such that they can easily see and hear all of their classmates.

**Small electronics**—turn off all things that beep, whistle or sing before you come to class.

**Tape recorders**—it is okay to tape lecture, but please inform me first.

**Disruptions**—Talking during class, reading newspapers and other disruptive behavior will not be tolerated.

**Cheating and Plagiarism**—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Knights handbook for UCF rules regarding cheating.

**Exams**—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) before the exam. I will allow a make-up exam only with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is your responsibility to schedule at time for a make-up exam.

### **Revisions and the syllabus**

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.



## Class Schedule (see also webcourses)

Week	Day	Date	topic	D'Altroy	Moore
January	Tue	9	introductions		ch1
	Thu	11		ch1	
2	Tue	16	geography and archaeology		ch2
	Thu	18		ch2	
3	Tue	23	Peopling of South America		ch3
	Thu	25		ch3	
4	Tue	30	Archaic Adaptations		ch4
February	Thu	1	Origins of Agriculture		ch5
5	Tue	6	Social Complexities		ch6
	Thu	8		ch7	
6	Tue	13	Regional Fluorescences		ch8
	Thu	15	States and Empires		ch9
7	Tue	20	Twilight of Prehistory		ch10
	Thu	22	Empire of the Four Quarters		ch11
8	Tue	27			
March	<b>Thu</b>	<b>1</b>	<b>Midterm exam</b>	-	-
9	Tue	6	The History of the Empire	ch4	
	Thu	8	The Politics of Blood	ch5	
10	<i>Tue</i>	<i>13</i>		<i>Spring break</i>	
	<i>Thu</i>	<i>15</i>		<i>Spring break</i>	
11	Tue	20	The Heartland of the Empire	ch6	
	Thu	22	Inca Ideology	ch7	
12	Tue	27	Family, Community, and Class	ch8	
	Thu	29	Militarism	ch9	
April	Tue	3	Provincial Rule	ch10	
	Thu	5	Farmers, Herders and Storehouses	ch11	
14	Tue	10	Artisans and Artistry	ch12	
	Thu	12	Invasion and Aftermath		ch12
15	Tue	17	Who owns the Past	ch13	
	Thu	19			
16	Tue	24		study day	

## final exam

The “events” in the final column are both University holidays, as well as the midterm and the final. These will change the schedule slightly, and this is why the topics repeat after those events. The schedule could be modified by the interests of the class, in the sense that a topic might be extended if there is sufficient interest. The schedule will certainly be modified in the event of a major hurricane or zombie apocalypse, and so we will remain ready to change our calendar if necessary.

Although this is a face-to-face class, it is a requirement that all students stay in contact with the Canvas (webcourses) site for this course. At that site you will turn in your assignments, and communicate with your fellow students and the professor.

ANT3173 - Archaeology of Sex

Dr. Pete Sinelli

# Syllabus

## Spring 2018

<b>Instructor</b>	Dr. Pete T. Sinelli
<b>Office</b>	Howard Phillips Hall 309c
<b>Office Hours</b>	M 11:00-1:15 T and Th 12:00-2:45
<b>Phone</b>	407-823-2227
<b>E-mail</b>	<a href="mailto:ptsinelli@gmail.com">ptsinelli@gmail.com</a>
<b>Course Name</b>	The Archaeology of Sex
<b>Course ID &amp; Section</b>	ANT 3173 0M01
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2018
<b>Location</b>	• CL1 103 • Tuesday 3:00-4:15

## Course Description

This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of *Homo sapiens* as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures. Prerequisites: ANT 2000 or C.I.

## Course Objectives

After successfully completing the course, students will:

- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.
- Display knowledge of and an appreciation for the diversity of human sexual

- expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

## Required Texts

- Robert Schmidt and Barbara Voss, *Archaeologies of Sexuality*
- John Clarke, *Looking at Lovemaking: Constructions of Sexuality in Roman Art*

Additional readings will be assigned throughout the semester.

## Course Policies

- **Online Assignments:** As this is a reduced seat time "M" class, you will complete much of the material through the course page on Webcourses. Assignments will "go live" every Tuesday at 6pm. You have until 3 pm on the following Tuesday to complete the module and all associated assessments. Late submissions will not be accepted. I will also not accept any submission via any means other than Canvas (i.e. you cannot email me your assignments submit them in class). **IMPORTANT:** Computer problems are NOT a legitimate excuse, including "I couldn't open the file". UCF has computer labs all over campus. If you are having trouble at home, then you are expected to visit a lab to complete your assignment.
- **Exams:** We will have exams in the classroom. To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam.
- **Make-up Exams:** If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. I will not allow make-up exams without a valid excuse and I will require documentation supporting your story-NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All makeup exams will be different from the original exam and include at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

- **Exam discussions:** I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with a me or a TA and we will gladly go over your exams with you on an individual basis.
- **Quizzes:** To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.
- **Scantron Issues:** If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your myUCF grades page. If this happens to you, contact a TA immediately to arrange a time to meet them, find your scantron, and correct the error. **YOU HAVE ONE WEEK FROM THE DAY THE GRADE WAS POSTED TO CLEAR UP THE MATTER. LAST MINUTE REQUESTS FOR HAND GRADING OF SCANTRONS WILL NOT BE HONORED.**
- **Other grade disputes:** If you feel that your grade on a test or assignment is inaccurate, it is your responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

## Evaluation and Grading

Your grade in this course will be based out of 500 total points. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on individual tests and quizzes will only be posted online through Webcourses.

### **Three Exams - 300 points (100 points each)**

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. You must bring a RED scantron and a pencil.

### **Module Assignments - 150 points (10 points each)**

Every week you will complete a module in lieu of attending lecture.

**Module 0 Procedures:** All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than 11:59 PM on January 12. **Failure to do so will result in a delay in the disbursement of your financial aid.**

## Grab Bag (50 points)

You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

## Grading Scheme

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

## Academic Honesty

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



## Disability Statement

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

## Copyright

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

## Third-Party Software and FERPA

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

Syllabus: ANT 3212 PEOPLES OF THE WORLD  
Spring 2018

Instructor: Vance Geiger, PhD

Office Hours: Tuesday, Thursday 11 - 1

Online Office in class chat or conference Tuesday 7 - 8 pm

Office: Howard Phillips Hall Rm 309

E mail: vance.geiger@ucf.edu

The best way to contact me is through e mail. If you have questions please write to me at the e mail address above.

Texts: The Dobe by Richard Lee  
The Trobriand Islanders by Annette Weiner  
China's Urban Villagers by Norman Chance  
Friend by Day, Enemy by Night by Keiser  
The Hutterites by Huntington and Hoffstedler

The best way to contact me is through e mail. If you have questions please write to me at the e mail address above.

This is an online class:

To access the class you use MyUcf or type webcourses@ucf in your search and you can log in there. Sometimes Myucf does not work and you can use the alternative. . When you reach the class website you follow the directions to log in. Once in the class you go to the modules. The class is organized by weeks so you begin with week 1. Read the chapter in your text listed as well as the other material available online for that week.

I am including a class syllabus with this message so you can see when the tests are. Within the weeks you will see what kind of posting you must do in assignments. There are assignments that must be completed each week. There are due dates for the completion of the assignments.

### **Important Information**

**There is a syllabus quiz that you need to take before Friday 1/12 at 11:55 pm. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.**

## **Weekly Modules**

The class is organized by weeks. Within each week there are modules. The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the

exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

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

**On-Line Quizzes:** The same is true for online quizzes except they are worth 20 points and you have a shorter time to take them – they have 10 questions each.

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

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

Another important note: unless you are asked for a specific list or definition, assignment questions require 100 – 200 words per question (some assignments have multiple questions).

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

**Also Important: all assignment on time or late are due at 11 55 pm the last day of class.**

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

#### Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.
2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an

emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is

: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu) and can be found in the syllabus you are required to read.

Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

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

### Explanatory Note

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

**Grading:** Your grades will be based on quizzes, tests, and on line assignments.

**Quizzes:** There will be Five online quizzes, one on each book. The quiz will be due on the day the book is assigned for class (and listed in the syllabus). The purpose of the quizzes is to motivate you to read the book so we can discuss the books in

class. In addition the quizzes will give you an idea of the important things to study for the exams. Each quiz will be worth 20 points.

**Tests:** There will be three exams in this course. Each exam will be worth 100 points.

**Grading:**

Five Quizzes 20 points/Each	= 100
Three 100 point exams	= 300
Fifteen on line assignments 10 points each	= 150

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Total Possible	550 points
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A = 90 - 100% B = 80 - 89 % C = 70 - 79% D = 60 - 69%  
E = Less than 60%

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

Assignment 1 due 1/15

**Week 2 1/15:** Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization.

Assignment 2 due 1/22

**Week 3 1/22:** Hunter-Gatherers and Bands  
The Dobe

**Quiz 1: The Dobe due 1/29**  
**Assignment 3 due 1/29**

**Week 4 1/29:** Plant and Animal domestication

Assignment 4 due 2/5

**Week 5 2/5:** Horticulture and Big Men

Exam 1 1/10 - 1/12  
Assignment 5 due 2/12

**Week 6 2/12** Chieftainships and horticulture

**Assignment 6 due 2/19**

**Quiz 2: Trobriand Islanders due 2/19**

**Week 7 2/19:** Chieftainships and Tribes  
Pastoralists

Assignment 7 due 2/16

**Week 8 2/26:** Chieftainships and Tribes

**Quiz 3 Friend by Day, Enemy by Night**

Assignment 8 due 3/5

**Week 9 3/5:** The transition to Sedentary Agriculture, States:  
Vietnam

Vietnam: online reading

Assignment 9 due 3/12 - yes it is due the first day of spring  
break, but you have an entire week before to do it.

**Spring break 3/12 - 3/17**

**Week 10 3/19:** The Art of Not Being Governed: Resistance to states

Exam 2 3/24 - 3/26

Assignment 10 due 3/26

**Week 11 3/26:**

States

China's Urban Villagers

**Quiz 4 China's Urban Villagers**

Assignment 11 due 4/2

**Week 12 4/2:** States

China's Urban Villagers part 2

Assignment 12 due 4/9

**Week 13 4/9:** Cultures within states

**Quiz 5 The Hutterites**

Assignment 13 due 4/16

**Week 14 4/16:** States: American Culture

**Assignments 14 and 15 due 4/23**

**Week 15 4/23 Summing Up**

**Exam 3 4/21 - 4/23**

**Final Exam (to make up a missed exam only - 4/25 - 4/26**

# Syllabus

## ANT3241 - Magic, Ritual, and Belief

**Ty Matejowsky**

Course Syllabus

### Contacting the Professor

Office Hours: 1:00PM-3:00PM Tuesdays, or by appointment

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: [Ty.Matejowsky@ucf.edu](mailto:Ty.Matejowsky@ucf.edu)

### Course Description:

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

### Course Objectives

The objectives of this course are fourfold:

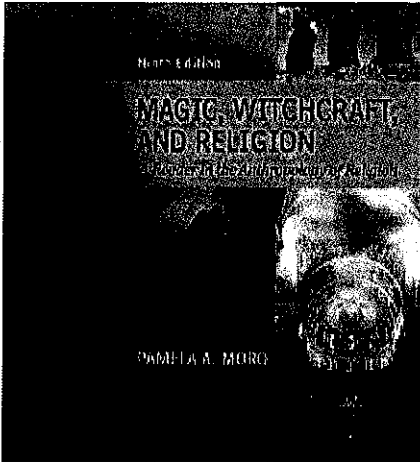
1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

### Required Texts (purchase in Bookstore)

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







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

## Tests:

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

## Discussion Rubric

5 points (A)

Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria:

- Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates.
- ***Participates in discussion on separate days (i.e., each discussion answer and individual response must be submitted on separate days; not all at once).***
- Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others).
- Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules).
- Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to

	<p>readings and weekly modules).</p> <ul style="list-style-type: none"> <li>• Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings).</li> </ul>
4 points (B)	Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content.
3 points (D)	<p>Serious insufficiency in criteria listed for "5 points (A). Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates.</p> <p>Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s).</p>
0 points (F)	Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others.

## Course Assignments:

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

## Discussion Assignments

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

effectively address the module assignment questions).

4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

## Grading Scale:

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

## Changes in the Syllabus

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

# Schedule

## ANT3241 - Magic, Ritual, and Belief

### Ty Matejowsky

ANT3241 –Spring– 0W59

Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/8/18	<b>Introduction to the course</b>	<b>Read</b> course syllabus, course protocols, course home	<b>Attendance assignment due Friday January 12 at 11pm Eastern Time.</b>
1/15/18	<b>Module 1: Anthropology of Religion</b>	<b>Read</b> <i>The Anthropological Study of Religion</i> (pp. 1-5); <i>Studying Religion Anthropologically</i> by Jack David Eller (pp. 6-14); <i>Why We Became Religious &amp; The Evolution of the Spirit World</i> by Marvin Harris (pp. 25-29);  <b>Complete on-line assignment for Module 1.</b>	<b>On-line assignment for Module 1 due Friday January 19 at 11pm Eastern Time.</b>
1/22/18	<b>Module 2: Religious Specialists</b>	<b>Read</b> <i>Shamans, Priests, and Prophets</i> (pp.140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150);  <b>Complete on-line assignment for Module 2.</b>	<b>On-line assignment for Module 2 due Friday January 26 at 11pm Eastern Time.</b>
1/29/18	<b>Module 3: Rituals and Symbols</b>	<b>Read</b> <i>Ritual</i> (pp. 86-89); <i>Betwixt and Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100);  <b>Complete on-line assignment for Module 3.</b>	<b>On-line assignment for Module 3 due Friday February 2 at 11pm Eastern Time.</b>
2/5/18 & 2/12/18	<b>Exam One</b>	<b>Take on-line exam covering Modules 1-3</b>	<b>Exam One is due Friday February 16 at 11pm Eastern Time</b>
2/19/18	<b>Module 4: Witchcraft &amp; Sorcery</b>	<b>Read</b> <i>The Goat and the Gazelle: Witchcraft</i> by T.M. Luhrmann (pp. 307-315); <i>Sorcery and Concepts of Deviance among the Kabana, West Britain</i> by Naomi M. McPherson (pp. 298-306);  <b>Complete on-line assignment for Module 4.</b>	<b>On-line assignment for Module 4 is due Friday February 23 at 11pm Eastern Time.</b>
	<b>Module 5:</b>	<b>Read</b> <i>Witchcraft, Sorcery, Divination, and Magic</i>	<b>On-line assignment for</b>

2/26/18	<b>Module 5: Magic &amp; Divination</b>	<p>Read <i>Witchcraft, Sorcery, Divination, and Magic</i> (pp. 284-287); <i>Baseball Magic</i> by George Gmelch (323-329);</p> <p><b>Complete on-line assignment for Module 5.</b></p>	<p><b>On-line assignment for Module 5 is due Friday March 2 at 11pm Eastern Time.</b></p>
3/5/18	<b>Module 6: Religious Use of Drugs</b>	<p>Read <i>Altered States of Consciousness and the Religious Use of Drugs</i> (pp. 186-189); <i>Ritual Enemas</i> by Peter T Furst and Michael D. Coe (pp.205-209); <i>The Sound of Rushing Water</i> by Michael Harner (pp. 210-215);</p> <p><b>Complete on-line assignment for Module 6.</b></p>	<p><b>On-line assignment for Module 6 is due Friday March 9 at 11pm Eastern Time.</b></p>
3/19/18	<b>Exam Two</b>	<p><b>Take on-line exam 2 covering Modules 4-6</b></p>	<p><b>Exam Two is due Friday March 16 at 11pm Eastern Time</b></p>
3/26/18	<b>Module 7: Ethnomedicine</b>	<p>Read <i>Illness, Healing, and Religion</i> (pp. 231-233); <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (pp.234-241);</p> <p><b>Complete on-line assignment for Module 7</b></p>	<p><b>On-line assignment for Module 7 is due Friday March 30 at 11pm Eastern Time.</b></p>
4/2/18	<b>Module 8: Death: Ghosts, Souls &amp; Ancestors</b>	<p>Read <i>Death, Ancestors, Ghosts, and Souls</i> (pp. 330-332); <i>Death Be Not Strange</i> by Peter A. Metcalf (pp. 340-343); <i>Day of the Dead in Oaxaca</i> by Kristin Norget (pp. 353-361); <i>The Real Vampire</i> (downloaded document)</p> <p><b>Complete on-line assignment for Module 8</b></p>	<p><b>On-line assignment for Module 8 is due Friday April 6 at 11pm Eastern Time.</b></p>
4/9/18 & 4/16/18	<b>Module 9: Revitalization Movements</b>	<p>Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe (downloaded document); <i>Cargo Cults</i> By Peter M. Worsley (downloaded document);</p> <p><b>Complete on-line assignment for Module 9</b></p>	<p><b>On-line assignment for Module 9 is due Friday April 20 at 11pm Eastern Time.</b></p>
4/23/18	<b>Exam Three</b>	<p><b>Take on-line exam 3 covering Modules 7-9</b></p>	<p><b>Exam Three are due Friday April 27 at 11pm Eastern Time.</b></p>

**ANT 3302: Sex, Gender, and Culture**  
**Section 0W59 – Spring 2018**

Instructor: Edward Gonzalez-Tennant, PhD

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

Office: Main campus, Phillips Hall, 311C

Office Hours: MW 1:30pm – 2:30pm

I will not hold office hours on days that class does not meet, such as holidays.

Graduate Teaching Assistant: Megan McCollum

Email: [megan.mccollum@knights.ucf.edu](mailto:megan.mccollum@knights.ucf.edu)

Office: Main Campus, Howard Phillips Hall Rm 309

Office Hours: TBD

**Texts**

Hodgson, Dorothy L. 2015. *The Gender, Culture, and Power Reader*. New York: Oxford University Press. ISBN: 9780190201777 (Referred to as GCP in syllabus)

Nagle, Angela. 2017. *Kill All Normies: Online Culture Wars from 4chan and Tumblr to Trump and the Alt-Right*. Zero Books. Available online from Amazon.com (order by Week 13).

Additional readings will be provided as PDF files or via hyperlinks in WebCourses.

**Course Description**

Examines the traditional and changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these two topics. While case studies will be drawn from around the world, we will examine these topics as they relate to familiar settings like the US as well. The semester is divided into three roughly equal sections: gender; sexuality, and power. Readings and exercises in each section will reveal how anthropology intersects other disciplines in addressing these topics.

This is an online course, which means that we DO NOT meet in person. All assignments will be completed online (see course schedule below for more information). I will hold my office hours virtually and students can contact me via email or through WebCourses. Short video lectures will be uploaded on or prior to Wednesday each week. For all other course information, see below.

**Course Objectives:**

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, taking notes during class, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.
- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology,

hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.

- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.
- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

### **Grading**

Grades will be determined from three essay exams, online and in-class discussions, and a final group video project exploring a topic discussed during the semester. Students are expected to complete assigned readings prior to class, and groups of students will assist in leading classroom discussion during specific weeks. Your grades will come from the following:

Three Exams	150 possible points
Three Online Discussions	60 possible points

### **Breakdown of Grading**

**Three Exams:** Exams consist of a mix of multiple choice, true/false, and short answer. Questions will test students on the content from assigned readings as well as upload video lectures. Since this is an online course, all exams will be conducted via WebCourses. Each exam will be worth 50 points.

**[Total Points: 150]**

**Three Online Discussions:** We will have three class discussion throughout the semester. Students will be randomly sorted into discuss groups of approximately 15-20 students to support a more robust discussion. Each online discussion will take place over a two week period at the end of each section. Students will respond to a prompt about these readings from the instructor, and continue with a discussion. The instructor will participate in these discussions as well. Discussion topics are as follows: Complexity of Gender (Section 1), Representation of Sexuality in Video Games (Section 2), and Exercise of Power in Relation to Gender & Sexuality (Section 3). Each discussion is worth 20 points, and a rubric will provide students with an outline of how

they will be graded.

**[Total Points: 60]**

**Total Possible Points: 210**

### **Course Grading Scale**

A	93-100	A-	90-92.9		
B+	87-89.9	B	83-86.9	B-	80-82.9
C+	77-79.9	C	73-76.9	C-	70-72.9
D+	67-69.9	D	63-66.9	D-	60-62.9
F	59.9 and below				

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

Attendance is not taken in this class, but is highly encouraged. Several questions for each exam will come directly from the class lectures. If you miss class and want to know what was discussed, DO NOT email me. Instead, get notes from a fellow student and/or come to see me during office hours.

Make-up exams and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation (i.e. doctor's note, police report). Furthermore, students only have two weeks to make up work. Students have 1 week to make up an assignment or exam for full credit. You have up to two weeks to make up work, but work made up during the second week will only count for 50%. Since discussion last two weeks, students will not be allowed to make up online discussion. All due dates are posted at the beginning of the semester and students are responsible for knowing these dates. This policy is non-negotiable.

### **Academic Dishonesty**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### **Student Conduct**

The University of Central Florida 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. Dimensions of diversity can include sex, race, age, national



origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>). Any behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please turn off cell phones and all other electronic devices before class. Laptops may only be used to take notes. Disruptive students will be told to leave, and may lose points on their assignments. **Personal texting during class is not allowed.**

### **Course Accessibility Statement**

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 (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 (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

### **Emailing the Instructor**

When you email me, put "ANT 2000" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include "ANT 2000" in the subject line. You can also contact me via WebCourses. I will typically respond with one day, but allow up to two days (48 hours). On the weekends, I may not check my email until Monday morning.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course.

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

Students are encouraged to *wait at least 24 hours before contacting me about individual grades*. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns with me and avoid any angry email exchanges you may later regret. Also, **DO NOT** contact me to ask for extra credit, free points, or to round your grade up for no reason. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

### **Addressing Me**

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? Because it is easier for you to say and you don't have to struggle with the pronunciation of my entire surname. That said, if you insist on incorrectly referring to me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget to include your boss' full name, or a co-worker's? Take this as a real-world lesson.

### **Deployed Active Military Duty Students**

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

### **UCF Cares**

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

### **Copyright**

This course may utilize 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 course and your use only. Every reasonable effort is made to to credit copyright holders.

### **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.

### **Respect for Diversity**

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 covered. Failure to respect one another is not the same as not talking. If you have a controversial opinion, or are afraid to bring it up in class, please feel free to see me after class and we can discuss the best way to approach it in class. You are often not the only one wondering about something.

## **Semester Calendar**

### **SECTION I: GENDER**

#### **Week 1: Jan. 8 - 12**

Topic: Course Intro & Challenging Universals

Readings: GCP Chapters 1.1 and 1.2

#### **Week 2: Jan. 15 - 19**

Topic: Gender, Family, & Work

Readings: GCP Chapters 1.3 & 11.3

#### **Week 3: Jan. 22 - 26**

Topic: Gendered Material Culture

Readings: GCP Chapter 4.2

#### **Week 4: Jan. 29 - Feb. 2**

Topic: Complicating Gender

Readings: GCP Chapters 4.1 and 2.3

Assignments: **Online Discussion 1 Starts**

#### **Week 5: Feb. 5 - 9**

Topic: Gender at Home

Readings: GCP Chapters 10.2 and 10.3

Assignments: **Online Discussion 1 Ends**

**Exam 1 (February 9)**

### **SECTION II: SEXUALITY**

#### **Week 6: Sept. 25 – 29**

Topic: Gender, Sex, and Sexuality

Readings: GCP Chapters 3.1 and 3.2

#### **Week 7: Feb. 19 - 23**

Topic: Language and Performance

Readings: GCP Chapters 7.2 & 7.3

#### **Week 8: Feb. 26 – Mar. 2**

Topic: Growing up Gendered

Readings: GCP Chapters 6.2 and 6.3  
Assignments: **Online Discussion 2 Starts**

**Week 9: Mar. 5 - 9**

Topic: Sexuality Online  
Readings: GCP Chapter 9.3  
Assignments: **Online Discussion 2 Ends**  
**Exam 1 (March 9)**

**Spring Break: March 12 - 16**

**SECTION III: POWER**

**Week 10: Mar. 19 - 23**

Topic: Power, Agency, and Structure  
Readings: GCP Chapters 2.1 and 2.2

**Week 11: Mar. 26 -30**

Topic: Intersectionality  
Readings: PDFs on WebCourses

**Week 12: April 2 - 6**

Topic: Representation as Power  
Read: GCP Chapters 5.1 and 5.2  
Assignment: **Group Media Outline**

**Week 13: April 9 - 13**

Topic: Sex, Gender, and Online Culture (it's a whole book, we'll take two weeks)  
Readings: *Kill All Normies*  
Assignments: **Online Discussion 3 Starts**

**Week 14: April 16 - 20**

Topic: Sex, Gender, and Online Culture  
Readings: *Kill All Normies*  
Assignments: **Online Discussion 3 Ends**

**Week 15: April 23**

Topic: Last Week of Classes  
Readings: None  
Assignments: **Exam 3 (Date TBD)**

**Important UCF Dates for Fall 2018**

January 11, 2018 - Last Day to Drop and Request Full Refund

January 11, 2018 - Drop/Swap Deadline

January 12, 2018 - Add Deadline

March 21, 2018 - Withdrawal Deadline

# SEX, GENDER, AND CULTURE



ANT 3302

Spring 2018

Tuesday and Thursday: 1:30pm – 2:45pm

CB1 103

3 Credit Hours

Professor: Dr. Shana Harris  
Department of Anthropology  
Howard Phillips Hall 409N  
shana.harris@ucf.edu  
407-823-4963  
Office Hours: Wednesday: 1:00 - 5:00

Teaching Assistant: Mackenzie Hager  
Department of Anthropology  
Howard Phillips Hall 309  
maryh@knights.ucf.edu  
407-823-2227  
Office Hours: Tues & Thurs: 3:00 - 4:30

## Course Description

Over the last century, anthropologists have demonstrated the pivotal role of socio-cultural factors in how sexuality and gender are lived and experienced around the world. While not discounting the importance of biological understandings of sex, cultural anthropologists stress how our ideas about sexuality and gender are culturally constructed. This course explores the ways in which various cultures and groups construct and provide meaning to sexuality and gender. It will also examine how cultural, political, and economic structures and systems contribute to these constructions and redefine biological distinctions between men and women. Engaging with anthropological theories, ethnographic texts, and films, we will explore these issues in several contexts, including Latin America, Asia, and the United States. This will allow us to learn about the theoretical frameworks used by cultural anthropologists to study sexuality and gender and to question seemingly universal gender and sexual binaries as well as our own understandings of sexuality and gender.

## Course Goals

This course has three goals: 1) to provide you with an overview of main anthropological theories on sexuality and gender; 2) to help you identify and challenge taken-for-granted assumptions about sexuality and gender by analyzing different case studies; and 3) to create opportunities for you to think critically about issues surrounding the intersection of sex, gender, and culture.

## Course Requirements

### **Reading and Participation**

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings,

but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

### Attendance Policy

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

### Midterm Exam (60 points)

There will be one midterm exam. The exam consists of 60 questions (multiple choice, true/false) and will cover concepts from all texts, videos, and lectures in the first half of the semester. There will be **no make-up exam** except for serious illness, personal/family tragedy, etc. You must let Dr. Harris or the GTA know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a **brown** scantron and #2 pencil to the exam.

### Final Exam (70 points)

The final exam will consist of 70 questions (multiple choice, true/false) and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the second half of the course. There will be **no make-up exam** except for serious illness, personal/family tragedy, etc. You must let Dr. Harris or the GTA know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. Please bring a **brown** scantron and #2 pencil to the exam.

### Quizzes (5 points each, 70 points total)

There will be 16 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you read and understood the material. The questions will be multiple choice, true/false, fill-in-the-blank, or narrative. Quizzes will take 5-10 minutes at the beginning of class. There will be **no make-ups** for missed quizzes because your two lowest scores will be dropped.

### Grading Structure

Midterm exam	60 points
Final exam	70 points
Quizzes	70 points
<u>Total:</u>	200 points

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

### Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	186-200	180-185	174-179	166-173	160-165	154-159	146-153	140-145	134-139	126-133	120-125	119-0

## Course Policies

### **Computer Policy**

Research has shown that taking notes on a computer is less effective than taking notes with pen and paper. Computers are also often a distraction for the students using them and for their classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, please bring hard copies of the readings for use during class discussion. You can print 50 pages (front and back) per week for **free** at different locations on campus. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris or the GTA know as soon as possible.

### **Academic Integrity**

Cheating will not be tolerated in this course. You are expected to do your own work; cheating and will carry serious consequences. It must be understood that anyone who knowingly aids in cheating (i.e. allowing another student to copy an exam) is as guilty as the cheating student. In the event of academic dishonesty, a zero grade will be given for the exam or quiz, and may, depending on the severity of the case, lead to an F for the course. Dr. Harris may also assign a “Z” in front of your final course grade on your academic record. For further information regarding the addition, removal and appeals process of the Z designation, see <http://goldenrule.sdes.ucf.edu/zgrade> . An offense may be subject to appropriate referral to the Office of Student Conduct for further action. Please see the UCF Golden Rule for further information.

### **Punctuality**

Arriving late to class is distracting to both Dr. Harris and your classmates. Make every effort to be on time. Tardiness will be noted and marked on attendance records.

### **Respectful Behavior**

You are expected to have a respectful demeanor in all class discussions and interactions with Dr. Harris, the GTA, and classmates. Any inappropriate behavior will be reflected in your final grade.

### **Knights Email and Webcourses Communication**

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

### **Make-up Assignments for Authorized University Events or Co-curricular Activities**

Students are frequently asked to represent UCF in authorized events and activities. In some cases, this participation conflicts with the students’ course assignments and requirements. It is UCF policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments. No penalty due to absence may be applied to these make-up assignments. It is your responsibility to present Dr. Harris with a **signed copy** of the Program Verification Form (listing your name) **prior** to the class in which the absence will occur. The



Program Verification Form is available online at: <https://provost.ucf.edu/files/2012/03/PROGRAM-VERIFICATION-FORM2.pdf>

## Student Accessibility Services

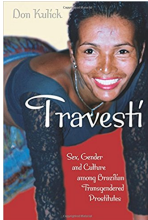
UCF has services available to students with disabilities that are meant to ensure that such students receive appropriate accommodations in their instructional activities. If you believe that you could benefit from the services, please contact Student Accessibility Services at [sas@ucf.edu](mailto:sas@ucf.edu) or 407-823-2371 as soon as possible. If you have already used these services and need accommodation to assist you with your learning for this course, please let Dr. Harris or the GTA know immediately.

## Academic Activity Record

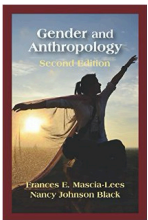
**DO THIS ASAP!** All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the “Academic Activity” assignment by Friday, January 12, by answering a simple true/false question pertaining to this syllabus. The assignment can be found on the course Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

## Required Texts

The required books for this course are:



- Kulick, Don. 1998. *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. Chicago: University of Chicago Press.



- Mascia-Lees, Frances E., and Nancy Johnson Black. 2016. *Gender and Anthropology*. 2nd edition. Prospect Heights: Waveland Press.

The required books are available for purchase at the student bookstore. Several articles and book chapters are also required and are available electronically on the class Webcourses website under **Modules** tab. All assigned articles are listed in the class schedule below, which specifies when you are expected to read them. **Please download articles to your computers and print them** so you can make notes on them and have them available for review later in the semester. To access Webcourses: login on <http://webcourses.ucf.edu>, go to Courses, and select our class ANT3302-18Spring 0001. For Webcourses technical support, call 407-823-0407.

Course Schedule

**Week 1**

**Tuesday, January 9**

- TOPIC: Syllabus and course overview

**Thursday, January 11**

- TOPIC: Gender Theory – Evolution
- READING: Mascia-Lees and Black, pg. 1-26

Quiz #1

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**Week 2**

**Tuesday, January 16**

- TOPIC: Gender Theory – Evolution
- READING: Mascia-Lees and Black, pg. 26-40

Quiz #2

**Thursday, January 18**

- TOPIC: Gender Theory – Materialism
- READING: Mascia-Lees and Black, pg. 41-52

Quiz #3

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**Week 3**

**Tuesday, January 23**

- TOPIC: Gender Theory – Materialism
- READING: Mascia-Lees and Black, pg. 52-60

**Thursday, January 25**

- TOPIC: Gender Theory – Psychology
- READING: Mascia-Lees and Black, pg. 61-69

Quiz #4

## Week 4

### Tuesday, January 30

- TOPIC: Third Genders
- NO READING
- IN-CLASS FILM: The Third Gender

### Thursday, February 1

Quiz #5

- TOPIC: Third Genders
  - READING: Schmidt, Johanna. 2003. "Paradise Lost?: Social Change and Fa'afafine in Samoa." *Current Sociology* 51:417-432.
- 

## Week 5

### Tuesday, February 6

- TOPIC: Third Genders
- NO READING
- IN-CLASS FILM: Paradise Bent: Boys Will Be Girls in Samoa

### Thursday, February 8

Quiz #6

- TOPIC: Intersexuality
  - READING: Preves, Sharon E. 2002. "Sexing the Intersexed: An Analysis of Sociocultural Responses to Intersexuality." *Signs* 27:523-556.
- 

## Week 6

### Tuesday, February 13

- TOPIC: Intersexuality
- NO READING
- IN-CLASS FILM: Intersexion

**Thursday, February 15**

- TOPIC: Gender Theory – Structuralism
- READING: Mascia-Lees and Black, pg. 71-82

Quiz #7

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**Week 7**

**Tuesday, February 20**

- TOPIC: Gender Theory – Structuralism
- READING: Ortner, Sherry B. 1974. “Is Female To Male As Nature Is To Culture?” In *Woman, Culture & Society*, edited by Michelle Rosaldo and Louise Lamphere, 67-87. Stanford: Stanford University Press.

Quiz #8

**Thursday, February 22**

- TOPIC: Gender Theory – Language
- READING: Mascia-Lees and Black, pg. 83-96

Quiz #9

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**Week 8**

**Tuesday, February 27**

- TOPIC: Gender Theory – Language
- READING: Martin, Emily. 1991. “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.” *Signs* 16:485-501.

Quiz #10

**Thursday, March 1**

- TOPIC: Reproductive Justice and Intersectionality
- NO READING
- GUEST SPEAKER: Mackenzie Hager

## Week 9

**Tuesday, March 6**

- TOPIC: Midterm Review
- NO READING

**Thursday, March 8**

Midterm Exam

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## Week 10

NO CLASS (SPRING BREAK)

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## Week 11

**Tuesday, March 20**

- TOPIC: Transgender Experiences
- NO READING
- IN-CLASS FILM: Boys from Brazil

**Thursday, March 22**

Quiz #11

- TOPIC: Transgender Experiences
  - READING: Kulick, Intro and Chapter 1: The Construct of Travesti Life (pg. 1-43)
- 

## Week 12

**Tuesday, March 27**

Quiz #12

- TOPIC: Transgender Experiences
- READING: Kulick, Chapter 2: Becoming a Travesti (pg. 44-95)

**Thursday, March 29**

Quiz #13

- TOPIC: Transgender Experiences
  - READING: Kulick, Chapter 3: A Man in the House (pg. 96-133)
- 

**Week 13**

**Tuesday, April 3**

Quiz #14

- TOPIC: Transgender Experiences
- READING: Kulick, Chapter 4: The Pleasure of Prostitution (pg. 134-190)

**Thursday, April 5**

- TOPIC: Transgender Experiences
  - READING: Kulick, Chapter 5: Travesti Gendered Subjectivity (pg. 191-238)
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**Week 14**

**Tuesday, April 10**

Quiz #15

- TOPIC: Bisexuality
- READING: Alarie, Milaine, and Stéphanie Gaudet. 2013. "I Don't Know If She Is Bisexual or If She Just Wants to Get Attention?: Analyzing the Various Mechanisms Through Which Emerging Adults Invisibilize Bisexuality." *Journal of Bisexuality* 13:191-214.

**Thursday, April 12**

Quiz #16

- TOPIC: Asexuality
- READING: Scherrer, Kristin S. 2008. "Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire." *Sexualities* 11:621-641.

## Week 15

### Tuesday, April 17

- TOPIC: Asexuality
- NO READING
- IN-CLASS FILM: (A)Sexual

### Thursday, April 19

- TOPIC: Course wrap-up and final exam review
  - NO READING
- 

### Tuesday, May 1

Final Exam 1:00pm - 3:50pm
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## **ANT3930 Anthropology of Plants and People**

Spring 2018, University of Central Florida

TuTh 10:30 am to 11:45 am

3 credit hours

BA 2, room 207

Instructor:

Dr. Neil Duncan

[Neil.duncan@ucf.edu](mailto:Neil.duncan@ucf.edu)

Office: 309 Howard Phillips Hall

Office hours: Tuesdays and Thursdays 9am-10 am; 12:30 pm-1:00 pm, or by appointment

### **Course Description:**

In this course, we will utilize an anthropological perspective to explore the interactions between people and plants. People impact plants and landscapes they use, and the plants and resources they utilize in turn influence people. To examine the myriad human-plant relationships that have profoundly shaped, transformed, and influenced human culture and society and the landscapes in which plants and humans interact, we will explore anthropological approaches toward diverse human-plant topics including diet and cuisine, medicine, ritual and religion, subsistence, the origins of agriculture, plants in archaeology, resource management, and intellectual property rights. The geographic focus of the course will be the Americas.

### **Course objectives:**

The primary goals of the course are:

- 1) To understand that human cultures and societies are fundamentally dependent on plants
- 2) To gain an anthropological insight on traditional life-ways surrounding the uses of plants
- 3) To understand the role of plants in the development of societies and transformations of social and ecological landscapes

### **Course Requirements**

You will have a manageable amount of reading in this course, however it is essential that readings be done prior to class meetings. This is for your benefit, of course, but also for the benefit of the class as active in-class discussions are expected.

### **Examinations:**

There will be two exams, a mid-term and a final exam. 100 points each



### **Term Project:**

Each student will choose a term project from the options below. 100 points, presentation 20 points

- 1) Build-your-own. You may re-create an object, plant product, or activity involving plants from a culture in the Americas (or elsewhere) using similar materials. Up to two people may work together on a single project. Each project member will document the activity in a journal or other media and write a short description of the cultural context of the object – 2 pages – and give a short presentation about the object, product or activity.
  - 2) Research paper on the history or prehistory of some aspect of plant use in the New World using archaeological, historical or ethnographic data (8 pages) and give a short presentation on your paper.
  - 3) Research paper on the history or prehistory of a New World crop or utilized wild plant using archaeological, historical or ethnographic data (8 pages) and give a short presentation on your paper.
- Project proposals will be due after the mid-term. 20 points

### **Readings, Study Questions, Participation, and Attendance**

To help make this course more interesting and active, I strongly encourage in-class discussion of the topics. Of course, if only one or two of people have read the assigned material before class, these discussions would not be very enjoyable for anyone. So, to help you get the most out of the reading, you are to answer the study questions for each reading assignment posted in the class's Webcourses (Canvas) page **before the beginning of each class** (1-2 points per question). No credit for late submissions – even if you must miss class, you may still answer the questions before the scheduled class.

Readings other than your textbook will be posted as PDF documents in Webcourses or as links through the library (you may need to be on campus or use a UCF VPN to access some material through the library).

Participation in class discussions and attendance make up the participation portion of your grade (70 points). Any student falling below 70% attendance will receive no participation points or may be dropped from the class.

### **Make-up Policy**

Make every attempt to complete assignments on time and do not miss exams. There will be no opportunity to make up lost attendance points or study question points or make up a missed exam, unless you provide written documentation that you missed class because of illness, family emergency, or professional obligation (attendance at professional meeting, job interview, or similar).

### **Grading Summary**

Syllabus Quiz: 5  
Exam 1: 100  
Exam 2: 100

Project Proposal: 20  
Project: 100  
Presentation/Demonstration: 20  
Study Questions: 50  
Class Participation: 70  
Total points: 465  
**Final grade will be calculated as percentage of total points.**

**Required Text:**

Anderson, E. N., Deborah M. Pearsall, Eugene S. Hunn, and Nancy J. Turner (editors). 2011. *Ethnobiology*. Wiley-Blackwell

This text is the most up-to-date collection of essays by anthropologists and archaeologists leading the field of ethnobotanical and ethnozoological studies.

**Schedule of Topics, Readings, and Assignments  
(Subject to change/rescheduling)**

Note: Readings are in **BOLD**. “Chp” refers to your textbook. Other readings are listed by author and year.

**I. Introduction to Ethnobotany and Native Peoples of the Americas**

Week 1: Welcome to Plants and People (and some animals, too)

Jan. 9: Introduction to the course, requirements, tips for success.

Jan 11: What is Ethnobiology? Ethnobotany? Anthropology?

Read **Chp. 1** *Ethnobiology: Overview of a Growing Field*, E.N. Anderson  
**Pearsall 2004**

Week 2: Anthropological Perspectives and Methods of Ethnobotany and Ethnozoology

Jan 16 Ethnobotany and Ethnozoology

Read **(Ch 6**, E. S. Hunn *Ethnozoology*; **Ch 9**, *Ethnobotany*. M. Nolan & N. J. Turner)

Jan 18 Practicing Ethnobiology

Read **Ch 3** *Ethics in Ethnobiology*, P. Hardison & K. Bannister—pp. 27-32 only); **Ch 4** *From Researcher to Partner*, M. P. Gilmore, W. H. Eshbaugh

Week 3 Ecology and Cultural Geography

Jan 23 Botany and ecology; The web of life, are we in it? **(Moran 2006)**

Jan 25 Historical Ecology: **(Balée 2002, Levis et al. 2017)**

Week 4

Jan 30 Area focus: Central and South America, geography, climate, ecology. Native cultures; two cases (Early villages, **Benfer 2008**; The Olmec, **Pohl and von Nagy 2008**)

## **II. Origins and Development of New World Agriculture and its Impact on the World**

Week 4 cont. Archaeological Methods and approaches in Paleoethnobotany

Feb 1 Read: **Ch 10** *Reconstructing Past Life-Ways with Plants I*, K. R. Adams & S. J. Smith; **Ch 11** *Reconstructing Past Life-Ways with Plants II*, D. M. Pearsall & C. A. Hastorf

Week 5 Origins of Agriculture

Feb 6 **Harlan (1992), Bar-Yosef (2011)** *Views on Agricultural Origins*

Feb 8 **Pearsall (2008)** *Plant Domestication and the Shift to Agriculture in the Andes.*

Week 6 Agriculture in the New World – The Columbian Exchange

Feb 13 **Pearsall (2012)** *The archaeological record of agriculture in North America*

Feb 15 **Mintz (1991)** *Pleasure, Profit and Satiation*, **McNeill (1991)** *American Food Crops in the Old World*

Week 7

Feb 20 **Mann (2011:Chp6)** The Agro-Industrial Complex

Feb 22 **Mann (2011:Chp7)** Black Gold

**Week 8**

**Feb 27: EXAM 1 (Tuesday)**

## **III. Plants and people in Native America: A contemporary anthropological view**

Mar 1 Traditional Tropical Forest Agriculture

**Ch 18** *Ethnobiology and Agroecology*, E. N. Anderson

Week 9 Traditional Cultural and Ecological Knowledge and Ethnoecology

Mar 6 **Ch 19** *Linguistic Ethnobiology*, E. S. Hunn & C. H. Brown

Mar 8 **Ch 16** *Ethnoecology and Landscapes*, L. M. Johnson & I. Davidson-Hunt

**WEEK 10 Spring Break!**

Week 11 Traditional Resource Management

Mar 20 **Ch 17** *Traditional Resource and Environmental Management*, C. S. Fowler & D. Lepofsky

Mar 22 **Ch 15** *Traditional food and nutrition: wild food plants*, L. M. McCune & H. V. Kuhnlein

Week 12 Ethnomedicine and Shamanism

Mar 27 **Ch 14** *Ethnoecological Approaches*, N. L. Etkin, T. Ticktin, & H. L. McMillen)

Mar 29 Hallucinogenic plant use **Schultes & Hofmann (1992)** *Plants of the Gods*

**Term project proposals due Mar. 29**

Week 13 Ethnomedicine and Shamanism cont.

Apr 3 (**Schultes & Raffauf 2004**) *Vine of the Soul*

Symbolic uses of plants and the spiritual realm

Apr. 5 **Ch 21** *The Symbolic Uses of Plants*, L. M. Mendonça de Carvalho

Week 14 Symbolic uses of plants and the spiritual realm, contd.

April 10 Learning Ethnobiology **Ch22**, R.K. Zarger

**Apr 12 Term project workday**

Week 15 Projects!

Apr 17 Student Presentations

Apr 19 Student Presentations (last day of this class)

**All term project write-ups/papers due April 19.**

**Second exam (Final): Tuesday May 1, 10-12:50**

**Additional Readings:**

Benfer, Robert A. 2008. Early Villages. Pp. 368-380 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Balée, William 2002. Chapter 1, Historical Ecology: Premises and Postulates, in *Advances in Historical Ecology*. Columbia University Press, New York.

Clement, C. R., et al. (2010) Origin and Domestication of Native Amazonian Crops. *Diversity* 2(72-106).

- Bussman, R. (2002) Ethnobotany and Biodiversity Conservation. Pp343-360. In *Modern Trends in Applied Terrestrial Ecology*. Springer.
- Harlan, Jack. 1992. Views on agricultural origins. Pp. 31-60 in *Crops and Man*, Second Edition. American Soc of Agronomy, Crop Science Society of America, Madison, WS.
- Hildebrandt, William R. and Kelly R. McGuire. 2008. Great Basin. Pp. 290-300 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.
- Levis, C. et al. Persistent effects of pre-Columbian plant domestication on Amazonian forest composition. *Science* 355(6328):925-931.
- Mann, C. 2011. 1493: Uncovering the New World Columbus Created. Vintage, New York.
- McNeill, William H. 1991. American Food Crops in the Old World, Pp. 42-59 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.
- Mintz, Sidney W. 1991. Pleasure, Profit, and Satiation. Pp. 112-129 in *Seeds of Change. A Quincentennial Commemoration*. Edited by Herman J. Viola and Carolyn Margolis. Smithsonian Institution Press, Washington DC.
- Moran, Emilio F. 2006. Chapter 4, The Web of Life: Are We in it? Pp. 74-92 in *People and Nature: An Introduction to Human Ecological Relations*. Blackwell, Malden, MA
- Pearsall (2004) Chapter 1 Ethnobotany: The Study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA, USA.
- Pearsall, Deborah M. 2008. Chapter 1 Ethnobotany: The study of Human-Plant Interrelationships (pp 1-11) *Plants and People in Ancient Ecuador: The Ethnobotany of the Jama River Valley*. Wadsworth/Thomson Learning. Belmont, CA.
- Pearsall, Deborah M. 2008. Chapter 7, Plant Domestication and the Shift to Agriculture in the Andes. Pp. 105-120 in *Handbook of South American Archaeology*, edited by Helaine Silverman and William H. Isbell. Springer, New York.
- Pearsall, Deborah M. 2012. Chapter 7, People, Plants, and Culinary Traditions. Pp. xx-xx in *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat. Oxford University Press, Oxford.
- Pohl, Mary DeLand and Christopher von Nagy. 2008. The Olmec and Their Contemporaries. Pp. 217-230 in *Encyclopedia of Archaeology*, edited by Deborah M. Pearsall. Academic Press, Oxford.

Posey, Darrell. 1990. Intellectual property rights: And just compensation for indigenous knowledge. *Anthropology Today* 6(4): 13-16.

Schultes, Richard Evans and Albert Hofmann. 1992. Pp. 120-127, 132-143 in *Plants of the Gods: Their Sacred, Healing, and Hallucinogenic Powers*. Healing Arts Press, Rochester, VT.

Schultes, Richard Evans and Robert F. Raffauf. 2004. Pp. 64-85 in *Vine of the Soul: Medicine Men, Their Plants and Rituals in the Colombian Amazonia*. Synergetic Press, Sante Fe, NM.

# Syllabus Spring 2018-2

## Course Syllabus

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Spring/2018

## Instructor Contact

- Instructor: Vance Geiger, PhD
- Office: 309 Phillips Hall
- Office Hours: Tuesday and Thursday 11-1 and Online in the class chat Wednesday 7 – 8 pm.
- Phone: N/A
- E-mail: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu)

## Course Information

- Course Name: Peoples of Southeast Asia
- Course ID & Section: ANT3362
- Credit Hours:3
- Semester/Year: Spring/2018
- Location: Fully online

## Course Description

- Catalog Description: A survey of the peoples of Vietnam, Cambodia, Laos and Thailand from the anthropological perspective
- 
- Required Text

- The Art of Not Being Governed by James Scott
- The Peoples of Southeast Asia Today by Winzeler
- Understanding Vietnam by Jamieson

## Course Requirements

The class is organized by weeks. Within each week there is a module which contains online material and texts to be read. The online material contains material from your instructor that supplements the texts. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit. Take note of the due dates in the [Schedule](#).

## Evaluation and Grading

### Online Exams

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

Important note: the final exam is ONLY to make up a missed exam.

### Online Assignments

The schedule is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text or supplemental texts. Then do the assignments for those sections.

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

Unless you are asked for a specific list or definition, do not write one sentence responses to assignment questions. Most assignment questions require a **paragraph** per assignment question (some assignments have more than one question).





Do not use attachments to do the assignments. Enter your responses in the text entry box.

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

Assignments - 14 assignment 10 points each  
3 exams 100 points each

## Missed Assignments/Make-Ups/Extra Credit

The only excuse for missing an exam is a documented medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative.

Important note: the final exam is ONLY to make up a missed exam.

## Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of

this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Put simply, do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

## Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

## Copyright

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

## Third-Party Software and FERPA

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

**Syllabus: ANT 3362 Peoples of Southeast Asia.**

**Spring 2018**

Instructor: Vance Geiger, PhD

Office Hours: Tuesday, Thursday 11:00 – 1; Online in the class chat Wednesday 7 – 8 pm.

Office: 309 Phillips Hall

Phone:

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

Text: The Art of Not Being Governed by James Scott

Understanding Vietnam by Neil Jamieson

The Peoples of Southeast Asia Today by Winzeler

There will be three exams and 14 assignments. Each exam will be worth 100 points. Each written assignment will be worth 10 points.

Grading: 100 – 90% A, 80 – 89% B, 70 – 79% C, 60 – 69% D,

### **Weekly Modules**

The class is organized by weeks. Within each week there is online material and texts to be read. The online material contain material from your instructor that supplements the texts. They are your instructor's way of providing what you miss in the lectures you would have in a face to face class. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit.

There are scheduled exam dates and due dates for the assignments. You need to read the syllabus below and take note of the due dates.

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

**Important note: the final exam is ONLY to make up a missed exam.**

**On-Line Assignments:** the syllabus below is organized by weeks that correspond to the sections in course content. Within each week there is a list of sections to cover. Read the online material in each section and the related material in the main text

or supplemental texts. Then do the assignments for those sections. For example section 1 is to be done in week 1. It is recommended that you write your posting in MS Word on your own computer and then go on-line and open that assignment and copy and paste your response. If you write first and save and then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the assignment.

**Warning:** Do not copy someone else's assignment and do not copy and paste from the online material into your assignments. Both are plagiarism and the minimum penalty is a 0 for the assignment.

**Important:** unless you are asked for a specific list or definition do not write one sentence responses to assignment questions. Most assignment questions require a paragraph per assignment question (some assignments have more than one question).

**Important note: Do not use attachments to do the assignments.**

#### Student Responsibilities

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

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
  
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.
  
7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: [vance.geiger@ucf.edu](mailto:vance.geiger@ucf.edu) and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.
  
8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.
  
9. Your instructor cannot discuss your grades in this class to any outside interested party, **no one**. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.

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

**Week 1 1/8:** Introduction to the course, anthropology and culture.

Reading Online material;

Week 1 Assignment Due 1/15 11 55 pm

**Week 2 1/15 Introduction to SE Asia**

Reading: Online material, Winzeler chapter 1

Assignment 2 due 1/22 11 55 pm

**Week 3 1/22 Religion – Major religions of SE Asia**

Reading: Online material

Assignment 3 due 1/29

**Week 4: 1/29 Analytical Anthropology and History**

Reading Scott chapters 1-3, and 4-6; Winzeler Chapter 2

Week 4 assignment due 2/5 11 55 pm

**Week 5 2/5: Analytical Anthropology and History cont'd**

Reading Scott chapters 7-9; Winzeler chapter 4

**Week 5 Assignment due 2/12**

**Exam 1 2/10 8 00 am – 2/12 11 55 pm**

**Week 5 assignment due 6/20 11 55 pm**

**Week 6 2/12: The Hmong**

**Reading Online material**

**Week 6 assignment due 2/19 11 55 pm**

**Week 7 2/19: Introduction to Vietnam and early history**

**Reading: Online material – Jamieson chapters 1 and 2 also vnsubsistence, and the Vietnam power points and videos**

**Week 7 assignment due 2/26 11 55 pm**

**Week 8 2/26: Vietnam confrontation with the West**

**Reading: Jamieson chapters 3 and 4, Online material**

**Week 9 3/5: Vietnam and the US**

**Reading: Jamieson 5,6, and 7; Online material**

**Week 9 assignment due 3/12 11 55 pm**

**Spring Break 3/12 – 3/17**

**Week 10 3/19 Cambodia**

**Reading: Online material**

**Week 10 assignment due 3/19 11 55 pm**

**Exam 2 3/24 8 am – 3/26 11 55 pm**

**Week 11 3/26: Thailand**

**Reading: Online material**

**Week 11 assignment due 4/2 11 55 pm**

**Week 12 4/2 Laos**

**Reading: Online material**

**Week 12 assignment due 4/9 11 55 pm**

**Week 13 4/9 Indigenous Religions and Major Religions of Southeast Asia;**

**Reading:** Winzeler chapter 8 - 10

**Week 14 4/16 Contemporary Issues in Southeast Asia**

**Reading:** Wenzeler chapters 11 and 12

**Exam 3 4/21 8 am – 4/23 11 55 pm**

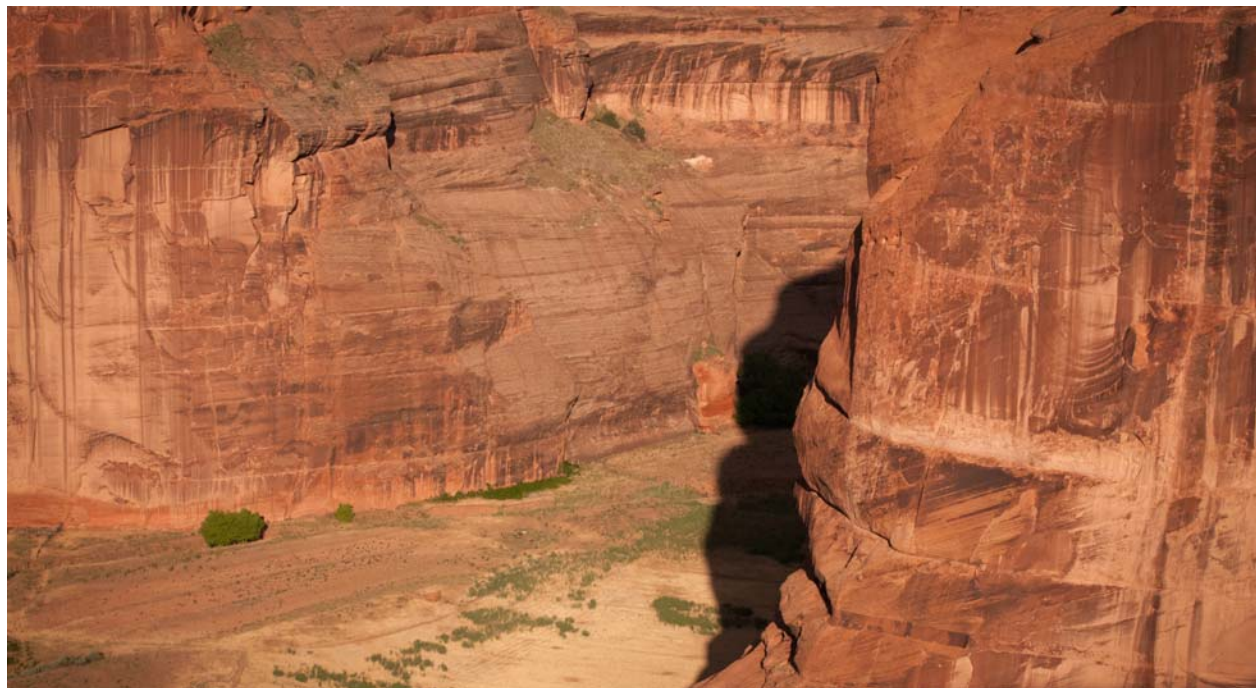
**Last day of class – 4/23 – all assignments on time or late are due.**

**Final exam to make up a missed exam only – 4/25 8 am – 4/26 11 55 pm**





# Course Syllabus

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Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: [sarah.barber@ucf.edu](mailto:sarah.barber@ucf.edu)

Phone: (407) 823-2207

Office Hours: 9:00 – 10:30 am Thursday, 12:30-2:00 pm Friday, or by appointment

Course TA: Abigail Kindler

Course-Related Email: Webcourses Email Client

Secondary Email: [akindler@knights.ucf.edu](mailto:akindler@knights.ucf.edu) (<mailto:akindler@knights.ucf.edu>)

Office Hours: 11 AM - 12 PM Tuesdays and Thursdays

## Introduction

This course will address the complicated mosaic of human occupation in the US Southwest and Northwest Mexico from 12,000 B.C. to the arrival of the Spanish. The Greater Southwest is a regional of remarkable cultural diversity in a harsh environment. We will tackle this diversity by exploring important cultural developments, including: human adaptation to arid environments, the adoption of agriculture and sedentism, long-distance interaction, and the origins of social complexity.

## Objectives

This course has four goals. By the end of the semester, students should be able: 1) to recognize the different geographical, ecological, and cultural entities within the precolumbian Greater Southwest; 2) to understand how humans adapted to arid environments and how societies changed over time in the Greater Southwest; 3) to draw conclusions about the philosophical and ethical implications of studying the past; and 4) to use archaeological data to draw conclusions about the past.

Required Texts

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Cordell, Linda S. and Maxine E. McBrinn Howard

2012 Archaeology of the Southwest, 3rd ed. Routledge, New York.

Useful Web Sites

- Society for American Archaeology: [saa.org](http://www.saa.org/) (<http://www.saa.org/>)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites):  
<http://www.americanarchaeology.com/aawelcome.html> (<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) (<http://www.shovelbums.org/>)
- Chaco Research archive: <http://www.chacoarchive.org/cra/> (<http://www.chacoarchive.org/cra/>)
- Crowy Canyon Archaeological Center: <https://www.crowcanyon.org/> (<https://www.crowcanyon.org/>)
- Archaeology Southwest: <https://www.archaeologysouthwest.org/> (<https://www.archaeologysouthwest.org/>)
- The Digital Archaeological Record (tDAR): <https://core.tdar.org/> (<https://core.tdar.org/>)

Evaluation

Your grade in this course will be derived from two examinations, participation, several assignments, and a final project. The projects will be discussed in class and instructions will also be available on-line. Exams are cumulative. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module <b>100% score required to open Module 1</b> <b>Due January 12, 2018, at 11:59pm</b>	1	10
Midterm	Based on first 1/2 of class <b>February 20, in class</b>	20	200
Final Exam	Cumulative <b>Tuesday, May 1 from 1-3:50pm in BA2, Room 207.</b>	25	250
Participation	Students will be responsible for producing a mini-presentation of a "Special Topic" during one class session. Participation in class discussion is also required.	10	100
Assignments	Assignments associated with the on-line modules (values vary). Due on Wednesdays at 11:59pm, <b>see schedule.</b>	14	140
Research Project	8-10 page research project in which students analyze archaeological data. Details will be provided in-class. All associated assignments will be due on Sundays at 11:59pm. <b>Final draft due April 22 at 11:59pm</b>	30	300
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 15, you'll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade Percentage

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

Policies

<p>Contacting Dr. Barber</p>	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
<p>Webcourses@UCF</p>	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, <a href="mailto:Webcourses@UCF">Webcourses@UCF (mailto:Webcourses@UCF)</a>.</p> <p>Please think of the on-line component as a replacement for Tuesday's class, this means you are expected to look at the module <i>before</i> you come to class. Note in the schedule where in-class activities are planned. These may take place in the Anthropology Teaching Laboratory, outside the Classroom 1 Building, or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>
<p>Accessing On-line Course Content</p>	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
<p>Quizzes and Examinations</p>	<p>Because there is no way to proctor an on-line quiz, all quizzes for this course are open-book.</p> <p>There will also be two examinations in class. Please bring a #2 pencil and a <b>brown</b> scantron for each exam.</p>
<p>Grading and evaluation</p>	<p><b><u>All assignments are due at 11:59 pm on their due date unless otherwise stated.</u></b></p> <p>Graded materials will be returned to you within 10 business days 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. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade</p>


	shown there may not be accurate because things like extra credit mess up grade averages.
Attendance and Participation	<p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting; please be respectful and polite to your classmates.</p> <p>Your participation grade has two components: 60% comes from your "mini-presentation" and 40% from in-class discussion and attendance. There are 10 course sessions for which your participation and attendance are expected, which works out to 3 points a class.</p>
Deadlines and Make-ups	<p>If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work.</p> <p>That said, I am not completely evil. If you have an issue, email me <b>before</b> the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have <b>one week</b> to make up an assignment once you contact the professor after missing a deadline.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <a href="http://z.ucf.edu/">http://z.ucf.edu/</a> (<a href="http://z.ucf.edu/">http://z.ucf.edu/</a>).</p> <p>I will 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.</p>
Special Needs	<p>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. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact me as soon as possible to discuss various access options. Students should also connect with <a href="http://sas.sdes.ucf.edu/">Student Accessibility Services (http://sas.sdes.ucf.edu/)</a> (Ferrell Commons, 7F, Room 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu (mailto:sas@ucf.edu)</a>, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.</p>

Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.

Class Date:	Topic and readings for class:	Learning Module:	Assignments Due at 11:59 pm on:
<b>Do this</b>	<a href="#">Getting Started</a>	Getting Started	<a href="#">Jan 15</a>

<b>first</b>	<b>Module</b>		100% score on quiz required to open Module 1
Jan 9	Course Introduction	Module 1: Environments and Resources of the Southwest	
Jan 16	Cultural Geography of the Southwest Read: Cordell and McBrinn, Chapter 1	Module 2: Archaeological Dating in the Southwest	<a href="#">Jan 17:</a> Module 1 Map Assignment
Jan 23	Archaeology, its methods, and applications to the Greater Southwest Read: Cordell and McBrinn 61-67, 73-95	Module 3: Paleoindian and Archaic Southwest	<a href="#">Jan 24:</a> Dating techniques discussion
Jan 30	The Adoption of Agriculture Skim: Cordell and McBrinn 129-136 Read: Cordell and McBrinn 136-154	Module 4: Post-Archaic Archaeological Cultures of the Southwest	
Feb 6	Early Village Life Read: Cordell and McBrinn 155-177; be ready to discuss the material in class! <b>Special topic: Ceramics</b> <b>Special topic: Pithouse-to-pueblo</b>	Module 5: Complex Society in the Southwest	<a href="#">Feb 7:</a> Archaeological Cultures Map Assignment
Feb 13	Review	Module 6: Review Materials	

Feb 20	<b>First exam in class, February 20</b>	Work on your projects	
Feb 27	Chaco Canyon is cool  Read: Cordell and McBrinn 185-197  <b>Special topic: Student projects!</b>	Module 7: Long-distance Exchange	<a href="#">Feb 27:</a> Possible project topics due in class
March 6	The Chaco World  Read: Cordell and McBrinn 197-202; additional reading to be announced  <b>Special Topic: What was Chaco?</b>  <b>Special Topic: Gender in the Southwest</b>	Module 8: Mimbres Mogollon	
March 13	<b>Woo-Hoo Spring Break!</b>		<a href="#">March 11:</a> Preliminary bibliography due
March 20	Hohokam Complex Societies  Read: Cordell and McBrinn 202-208  <b>Special Topic: The Ethics of Collecting</b>  <b>Special Topic: Warfare</b>	Module 9: After Chaco	<a href="#">March 21:</a> Resource map assignment due
March 27	Mobility and Depopulation	Module 10: Hohokam Classic	

	Read: Cordell and McBrinn Chapter 8; be prepared to discuss readings in class  <b>Special Topic: Chaco Collapse</b>		<a href="#">March 28:</a> Violence discussion post
April 3	Paquime  Read: Cordell and McBrinn 273-277  <b>Special Topic: The Katsina Cult</b>	Module 11: The Rio Grande Pueblos	
April 10	The Colonial Period  Read: Cordell and McBrinn 284-299	Module 12: Athapaskan Speakers	<a href="#">April 8:</a> Data set due
April 17	Course summary and review	Module 13: Review	<a href="#">April 22:</a> <a href="#">(%24CANVAS_OBJECT_REFERENCE%24/assignments/i5b27bd1397c2eb9cc6f99f6201805ff0)</a> Final Project due
April 27	<b>Final Exam 1pm, Classroom 1- 309</b>	<b>Exam</b>	

## Course Summary:

Date

Details







# Primatology

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

## **ANT3550C (0M01) Primatology Syllabus**

Spring/2018, 3.0 Credit Hours, Mixed-Mode and Lab

**Lecture:** Tuesdays 9-10:15am in CB1 103;

**Lab 1:** Thursdays 9-10:15am in MSB 149, **Lab 2:** Thursdays 10:30-11:45am in MSB 149

### **Professor Contact**

Professor: Dr. Sandra Wheeler  
Office: Howard Phillips Hall 309F (Main Campus)  
Office Hours: Tuesdays 10:30am-12:30pm and by appointment  
Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Inbox in Webcourses

### **Graduate Teaching Assistant (GTA) Contact**

GTA: Adam Biernaski  
Office Hours: TBA  
Contact: Discussions or Inbox

### **University Catalogue Description**

Study of species from the Order Primates, including their morphology, ecology, behavior, and geographic distribution.

### **Course Description**

This course examines the natural history and behavior of the nonhuman living primates from evolutionary, ecological, and social perspectives. Topics to be covered include taxonomic diversity, geographic distribution, diet and ecology, functional anatomy, conservation, and aspects of social behavior of living primates. Fossil representatives of the order will also be discussed, and both paleontological and molecular evidence will be used to reconstruct the evolutionary history of primates. Monkey and ape social groupings, male and female interactions, mating patterns and dominance will be discussed with reference to habitat, diet and predation. Additional topics to be explored are primate communication, problem solving and intelligence, hunting, and 'cultural' behavior.

We will explore these various topics through readings from your textbook and readings, as well as through lectures, modules, films, and hands-on lab activities. You will be assessed through labs, exams and final group presentations. The syllabus may be modified, as determined by the instructor. All changes will be announced in class or 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 Required Activity by JAN 12.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

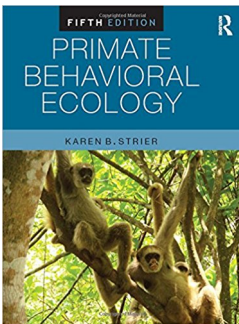
### Learning Outcomes

By the end of this course you will:

- Gain a greater understanding of what makes a primate a primate and how primates are classified
- Understand how primatologists conduct fieldwork and research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different circumstances
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation

### Required Text

**This book is required** for this course. I will be using the 5th edition but you can buy the 4th edition if you can't afford the newest edition. The textbook is available for purchase in the UCF Bookstore and through various online vendors. Any additional readings outside of your text will be provided electronically (pdf's) in the INTRODUCTION pages of the course modules.



#### *Primate Behavioral Ecology, 5<sup>th</sup> edition*

Author: Karen Strier

Publisher: Routledge

Year: 2016

ISBN: 978-1138954366 (paperback); there are many used copies of the 5th edition available online but you may also buy the 4th edition!

### 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% or below
		B-	80-83%				

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

### Student Evaluation

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

Assignment	Percent	Description
Labs (10)	75%	Hands-on and online activities, short writing responses and worksheets
Quizzes	15%	Module quizzes based on course materials, lowest quiz score dropped
Exams (3)	35%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials

Primate Project	15%	Group paper and presentation on an approved topic relating to primate research, conservation, or other related topic
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**Lab Assignments:** To do well in this course, it is essential to keep up with the lab assignments. You *must* attend Thursday labs **when they are scheduled in MSB 149** as part of your lab grade will be attendance and participation. **The osteology lab is located in MSB 149.** Labs will consist of hands-on and online activities, short writing responses, and worksheets. The labs will build on the lecture presented in class and will prepare you for the next lecture so it is important to attend and actively participate. Students may work with a lab partner/s in class to complete the lab activities and worksheets, however each student will turn in his/her *own original* work. Labs are due in lab the following week unless otherwise noted. There will be **no make-ups** for lab activities without proper documentation. If you miss an in-person lab and you have a documented excuse you will be given an alternate assignment (likely a short research paper) to complete. **We will not have labs on Exam days!** Lab assignments are worth 35% of your final grade.

**Quizzes:** There are **14 quizzes** in this course. Each module has an associated quiz based on all the materials presented in that module. Quizzes are online and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest quiz score is dropped. Quizzes are worth 15% of your final grade.

**Exams:** There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** 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 35% of your final grade. **The final exam is online and is scheduled during Final's Week. The final exam is not cumulative.**

**Primate Project:** For this project, you will form groups of 3 to 4 to work together (yes, together!) to produce a short **research paper** and **PowerPoint presentation** on a topic related to primate research, conservation, or other related topic. There will be several different parts to this project that will build upon one another to help you produce the finished project. You will present your project to the class on **Apr 17 and Apr 19!** More details on this project can be found by accessing the [Assignments](#) button. You can sign up for groups using the [People](#) button. This Primate Project is worth 15% of your final grade.

**Primate Field Trip:** I will arrange several dates where we will visit the [Center for Great Apes](#) in Wauchula, FL. This will likely be on either a Friday but I will schedule a few different times after Spring Break to visit as a class. It is a 2-hour drive from UCF, we can car pool to make it easier. This trip is **completely voluntary** and **your grade will not be affected** if you cannot attend. We will discuss this in more detail as the dates get closer.

### Who Should Take This M- and C- Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the C- designation). Either way, primates are awesome and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a **mixed mode AND lab course**, so we will have **lecture, online modules AND hands-on and virtual labs** to complete!

The format of this course will consist of **Tuesday lectures** followed by **Thursday hands-on lab exercises** so you can learn the bones of the primate skeleton and understand standard primatological methods. All lectures will be in CB1 103, all labs and some lecture will be in MSB 149. **We will not meet for labs during exam weeks!** Bring a sweater, this room is chilly.

You are responsible for **all** material presented in class, labs and on Webcourses. Links to videos, articles and other websites may be provided on Webcourses to supplement the material presented.

### **Don't Rely on the UCF Mobile App!!**

The UCF Webcourses mobile app is great for some things but really NOT GREAT for most things. For one, it doesn't show you the full assignment list or the To Do list. Sometimes it doesn't show you Announcements. I would **not recommend** using the Mobile App to complete or upload any work, and I would **definitely not use it** to take any quiz or exam! You should be logging into your 'M' courses a few times a week, preferably on a laptop or desktop so you can see the full course and full list of assignments!

### **Course Requirements**

This course begins on **MONDAY, JANUARY 8** and ends on **MONDAY, APRIL 23, 2018**. The **Final Exam (Exam 3)** is available during Final's Week, **WEDNESDAY, APRIL 25 to SUNDAY, APRIL 30, 2018**. Over the course of this semester, you will be expected to:

- Attend all in-class lectures and participate in class discussions
- Review online module materials and assigned readings
- Attend all scheduled labs and complete the required assignments by their due dates
- Complete a group primate project
- Complete three exams

Please note the due dates carefully. I **do not accept late assignments** unless there is a valid, verifiable excused absence (see section below 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 Things**

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT3550 or Primates/Monkeys/Apes** 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.

### **Academic Responsibility**

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

**Make-ups:** Missed (late) assignments are not accepted after their due date. To be fair to everyone in the course, **only work submitted on time will be graded**. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). It is your responsibility to contact me if you are having problems meeting your deadlines. I can't help you unless I know there is a problem.

**Academic honesty:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and 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](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. **Do not copy and paste from the course modules or the Internet to answer questions posted in your assignments or exams.** I will know. It will be bad for you. 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 lab, 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.\***

**Learning environment:** As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

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

**Respect for diversity:** 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 covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the classroom or lab, **you may be removed from the course** and subject to action by Student Conduct.

### **Student Accessibility Services**

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

### **Copyright**

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

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, Planet of the Apes becomes realized). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments and exams can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	What is a Primate? Text <ul style="list-style-type: none"> <li>Strier KB. 2017. Introduction to Primate Studies (CH 1, pages 1-35). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul> Additional Reading <ul style="list-style-type: none"> <li>Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>. Oxford University Press.</li> </ul>	Quiz 1 due JAN 21 LAB 1 due Jan 11
Module 2	Primate Taxonomy Text <ul style="list-style-type: none"> <li>Strier KB. 2017. Traits, Trends, and Taxonomy (CH 2, pages 37-72). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 2 due JAN 21 LAB 2 due JAN 25
Module 3	Primate Parts Additional Reading <ul style="list-style-type: none"> <li>Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: <a href="https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children">https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children</a></li> <li>A New View Into The Primate Birthing Process. NPR story by Barbara King: <a href="https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process">https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process</a></li> <li>Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>	Quiz 3 due JAN 28 LAB 3 due FEB 1
Module 4	Primate Evolution Text	Quiz 4 due FEB 4 LAB 4 due FEB 8

	<ul style="list-style-type: none"> <li>• Strier KB. 2017. Primates Past to Present (CH 3, pages 73-100). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	
Module 5	<p>The Apes Additional Reading</p> <ul style="list-style-type: none"> <li>• Stumpf RM. 2010. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective</i>. Oxford University Press.</li> <li>• Roach M. 2013. Almost human (pages 21-42). In: <i>Biological Anthropology</i>. National Geographic Learning.</li> <li>• Raffaella P. 2007. Guerillas in the midst (pages 1-5). <i>Smithsonian</i> magazine, Oct 2007.</li> <li>• Van Schaik C. 2010. Why are some animals so smart? (pages 55-59). In: <i>Annual Editions: Physical Anthropology 10/11</i>. McGraw Hill.</li> </ul>	Quiz 5 due FEB 18 Primate Project Topic due FEB 20
<b>EXAM 1 ONLINE THURSDAY FEB 15 to SUNDAY FEB 18</b>		
Module 6	<p>Primate Sociality Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Evolution and Social Behavior (CH 4, pages 101-141). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 6 due FEB 25 LAB 5 due MAR 1
Module 7	<p>Evolution and Sex Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Evolution and Sex (CH 5, pages 143-182). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 7 due MAR 4 LAB 6 due MAR 8
Module 8	<p>Old World Monkeys and Tarsiers Additional Readings</p> <ul style="list-style-type: none"> <li>• Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall.</li> <li>• Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>	Quiz 8 due MAR 21
Module 9	<p>Food, Foraging and Females Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Food, Foraging, and Females (CH 6, pages 183-214). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 9 due MAR 21 LAB 7 due MAR 29
<b>SPRING BREAK MAR 12 to 16</b>		
Module 10	<p>New World Monkeys Additional Readings</p> <ul style="list-style-type: none"> <li>• Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall.</li> <li>• Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall.</li> </ul>	Quiz 10 due MAR 25
<b>EXAM 2 ONLINE THURSDAY MAR 22 to SUNDAY MAR 25</b>		
Module 11	<p>Male and Female Strategies Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Female Strategies (CH 7, pages 215-248) and Male Strategies (CH 8, pages 149-278). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 11 due APR 1 LAB 8 due APR 12

Module 12	<p>Strepsirhines</p> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>• Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall.</li> <li>• Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall.</li> <li>• Martin R and Bearder S. 1998. Radio Bush Baby (pages 205-210). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall.</li> </ul>	Quiz 12 due APR 8
Module 13	<p>Primate Communication and Cognition</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Communication and Cognition (CH 10, pages 311-346). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 13 due APR 15 LAB 9 due APR 19
Module 14	<p>Primate Conservation</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Strier KB. 2017. Conservation (CH 12, pages 373-398). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge.</li> </ul>	Quiz 14 due APR 22 LAB 10 due APR 26
	CLASS PRESENTATIONS APR 17 and 19	Tuesday in CB1 103 Thursday during Lab 1 and 2 in MSB 149
<b>EXAM 3 ONLINE THURSDAY FEB 15 to SUNDAY FEB 18</b>		



# Syllabus



## ANT 3610: Language and Culture Spring 2018

### Instructor Contact

<b>Instructor</b>	Dr. Nessette Falu
<b>Office</b>	HPH, 309E
<b>Office Hours</b>	Mondays 1-3pm
<b>Phone</b>	407-823-3991
<b>E-mail</b>	nessette.falu@ucf.edu

### Course Information

<b>Course Name</b>	Language and Culture
<b>Course ID &amp; Section</b>	ANT 3610
<b>Credit Hours</b>	3
<b>Semester/Year</b>	Spring 2018
<b>Location</b>	Online

### Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

### Course Objectives

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

## Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 9781119060604 **Please note: Chapters 1, 3-13 of the Second edition are the same as Chapters 1-12 of the First edition**
- Basso, Keith. 1979. *Portraits of "The Whiteman": Linguistic Play and Cultural Symbols Among the Western Apache*. Cambridge. ISBN 0-521-29593-9

## Supplemental Texts

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

## Course Requirements

- Read the assigned materials each week.
- Participate in group discussions.
- Complete all required assignments.
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

## Missed Assignments/Make-Ups/Extra Credit

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

## Evaluation and Grading

Your grade will be based on the Following scale:

### Percentage Grade

95-100 A

90-95 A-

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

Your grade will be based on the following assignments and assessments. Please see the [Assignment List \(https://webcourses.ucf.edu/courses/1275809/assignments\)](https://webcourses.ucf.edu/courses/1275809/assignments) for more information.

### Assignment Group Weight

Graded Discussions	40
Papers	25
Quizzes	15
Exams	20

## Academic Honesty

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

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

# Disability Statement

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

## Copyright

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

## Third-Party Software and FERPA

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

# Course Schedule



## Language and Culture

### Spring 2018

#### Course Schedule

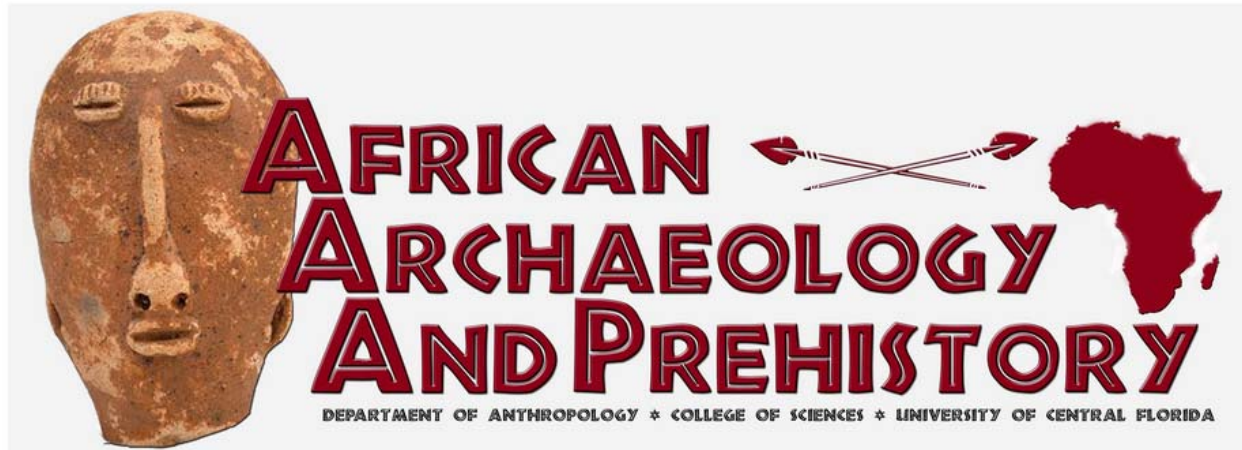
Week	Topics/Readings	Assignment
1	Module 0 Module 1 <ul style="list-style-type: none"><li>• Ahearn Ch. 1</li><li>• Module content</li></ul>	Module 0 <ul style="list-style-type: none"><li>• Orientation quiz</li><li>• Introduction discussion post</li></ul> Module 1 <ul style="list-style-type: none"><li>• Quiz 1 opens 1/12</li><li>• Quiz 1 closes 1/15</li></ul>
2	Module 2 <ul style="list-style-type: none"><li>• Ahearn Ch. 3</li><li>• Module content</li></ul>	Discussion 1 <ul style="list-style-type: none"><li>• Post by 1/17</li><li>• Reply by 1/19</li></ul>
3	Module 3 (2-week module) <ul style="list-style-type: none"><li>• Ahearn Ch. 4</li><li>• Module content</li><li>• Basso, Ch. 1-2</li></ul>	Quiz 2 <ul style="list-style-type: none"><li>• Quiz 2 opens 2/02</li><li>• Quiz 2 closes 2/05</li></ul>
	Module 4	

4	<ul style="list-style-type: none"> <li>• Ahearn Ch. 5</li> <li>• Module content</li> <li>• Carol Cohn. "Sex and Death in the Rational World of Defense Intellectuals"</li> </ul>	<p>Discussion 2</p> <ul style="list-style-type: none"> <li>• Post by 2/7</li> <li>• Reply by 2/9</li> </ul>
5	<p>Module 5</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 6</li> <li>• Module content</li> <li>• Bucholtz, "Why be normal?"</li> <li>• Meyerhoff, "Sorry in the Pacific"</li> </ul>	<p>Quiz 3</p> <ul style="list-style-type: none"> <li>• Opens 2/16</li> <li>• Closes 2/19</li> </ul>
6	<p>Module 6</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 7</li> <li>• Module content</li> <li>• Dreifus, Claudia. "The bilingual advantage."</li> </ul>	<p>Discussion 3</p> <ul style="list-style-type: none"> <li>• Post by 2/21</li> <li>• Reply by 2/23</li> </ul>
7	MIDTERM	<ul style="list-style-type: none"> <li>• Midterm opens 3/2</li> <li>• Midterm closes 3/5</li> </ul>
8	<p>Module 7</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 8</li> <li>• Module content</li> <li>• Baquedano-Lopez, "Literacy practices across learning contexts."</li> <li>• Baron, "Instant Messaging and the Future of Language"</li> </ul>	<p>Quiz 4</p> <ul style="list-style-type: none"> <li>• Opens 3/9</li> <li>• Closes 3/12</li> </ul>
9	SPRING BREAK	SPRING BREAK
10	<p>Module 8</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 9</li> <li>• Module content</li> <li>• Farnell, "Dynamic embodiment in Assiniboine (Nakota) Storytelling"</li> <li>• Hall, Goldsein, &amp; Ingram. "The Hands of Donald Trump."</li> </ul>	<p>Language Autobiography</p> <ul style="list-style-type: none"> <li>• Due 3/19</li> </ul> <p>Discussion 4</p> <ul style="list-style-type: none"> <li>• Post by 3/21</li> <li>• Reply by 3/23</li> <li>• Final reply by 3/27</li> <li>• Complete survey by 3/27</li> </ul>

11	<p>Module 9</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 10</li> <li>• Module content</li> <li>• Cameron, "The Myth of Mars and Venus"</li> <li>• Kulick, "Anger, gender, and Language shift"</li> </ul>	<p>Quiz 5</p> <ul style="list-style-type: none"> <li>• Opens 3/30</li> <li>• Closes 4/2</li> </ul>
12	<p>Module 10</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 11</li> <li>• Module content</li> <li>• Basso, Ch. 3-5</li> <li>• Urcioli, "The political topography of English"</li> </ul>	<p>Discussion 5</p> <ul style="list-style-type: none"> <li>• Post by 4/4</li> <li>• Reply by 4/6</li> </ul>
13	<p>Module 11</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 12</li> <li>• Harrison, "A world of many (fewer) voices"</li> <li>• Module content</li> </ul>	<p>Quiz 6</p> <ul style="list-style-type: none"> <li>• Opens 4/13</li> <li>• Closes 4/16</li> </ul>
14	<p>Module 12</p> <ul style="list-style-type: none"> <li>• Ahearn Ch. 13</li> <li>• Module content</li> <li>• Online lecture</li> </ul>	<p>Discussion 6</p> <ul style="list-style-type: none"> <li>• Post by 4/18</li> <li>• Post by 4/20</li> </ul> <p>Endangered Language Profile</p> <ul style="list-style-type: none"> <li>• Due 4/16</li> </ul>
15	<p>FINAL EXAM</p>	<p>Practice Quiz</p> <ul style="list-style-type: none"> <li>• Opens 4/20</li> <li>• Closes 4/28</li> </ul> <p>FINAL EXAM</p> <ul style="list-style-type: none"> <li>• Opens 4/25</li> <li>• Closes 4/28</li> </ul>

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**ANT 3930 African Archaeology and Prehistory  
Dr. Groff**

**Syllabus**

**Instructor Contact**

<p><b>Instructor</b></p>	 <p>Dr. Amanda T. Groff</p>
<p><b>Office</b></p>	<p>HPH 309</p>
<p><b>Office Hours(Virtual)</b></p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person          Wednesdays 10am-12pm; 1-2pm  <b>Please make an appointment first!!</b></p>
<p><b>Phone</b></p>	<p>Dept Phone: 823-2227</p>
<p><b>E-mail</b></p>	<p>amanda.groff@ucf.edu</p>
<p><b>GTA</b></p>	<p>Thomas Lee</p>
<p><b>GTA E-Mail</b></p>	<p>tomlee@knights.ucf.edu</p>

# Course Information

<b>Course Name</b>	ANT 3930- African Archaeology and Prehistory
<b>Credit Hours</b>	3 hrs
<b>Semester/Year</b>	Spring 2018
<b>Location</b>	100% Online

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## Course Description

This course offers an introduction to the archaeological heritage of Africa, beginning with the emergence of modern humans and ending with the arrival of the Europeans. Africa offers the world's longest record of human occupation and plays a central role in our understanding of human evolution, the prehistory of our species, and state formation. We will examine the roots of Africa's rich and varied cultures and address major questions about African identity in the archaeological record. We will also address lesser known archaeological sites around Africa to highlight some of the forgotten ancestry of this great continent.

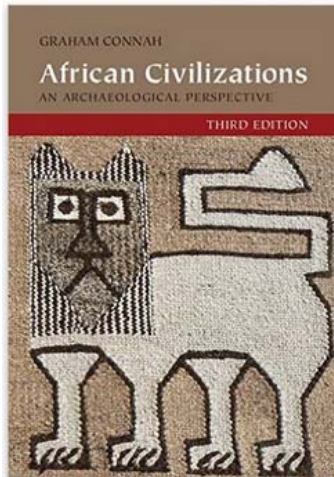
After a brief review of human origins and Stone Age foragers, the course will feature the following themes: history of archaeological research in Africa, the emergence of agriculture and settled communities, ancient African metallurgy, urbanism, the development and archaeological evidence of complex societies (with particular emphasis on, for example, Sudan, Ethiopia, Chad, Niger, West and South Africa, and Zimbabwe), and the role and influence of ancient trade and contact across the continent.

## Course Goals

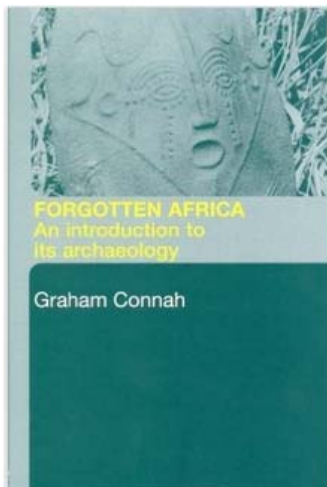
**The specific objectives for this course are to:**

- Become familiar with “forgotten” (and archaeologically rich) African societies, and their distinctive cultural traits, their foundation, growth, and collapse;
- Learn how geography, climate, vegetation, and resources have impacted the development of societies and cultures in Africa;
- Gain introductory knowledge of African studies and its importance to the overall understanding of human evolution and state formation;
- Develop sensitivity to African perceptions of their own past and recognize the limitations of Eurocentric models of interpreting African past;
- Gain appreciation for the study of African archaeology and of the techniques for its recovery and preservation.

## Required Texts:



- "African Civilizations: An Archaeological Perspective" by Connah
- 3rd edition
- Publisher: Cambridge University Press
- ISBN: 978-1107621275



- "Forgotten Africa: An Introduction to its Archaeology" by Connah
- Publisher: Routledge
- ISBN: 978-0415305914

# Course Requirements:

This course begins on January 8th, 2018 and ends on April 27th, 2018. Your grade in this course will be based out of **495 total points**. There will be quizzes at the end of each module and exams worth a total of 375 points, and assignments worth a total of 120 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

## Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 12
1	5	10	January 19
2	5	10	January 19
3	5	10	February 2
4	5	10	February 2
Exam 1	100		February 9
5	5	10	February 23
6	5	10	February 23
7	5	0	February 23
8	5	10	March 9
9	5	10	March 9
Exam 2	100		March 23
10	5	10	April 6
11	5	10	April 6
12	5	10	April 20
13	5	10	April 20
Exam 3 (Final)	100		April 27
TOTAL	375	120	

**You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.**

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

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

## Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

# Reviewing Quiz/Assignment Questions:

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

## Important Dates and Information

Add class deadline Friday, January 12 ; Drop class deadline: Thursday, January 11

Withdrawal deadline for this course: Wednesday, March 21

Final course closing date: Friday, April 27

## First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 12**. Failure to do so will result in a delay in the disbursement of your financial aid.

## Make-ups/Excuses:

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

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

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

## Discussion Board Appropriateness:

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

## Student non-solicitation

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

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

## Email Appropriateness:

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

## Online Technology

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

## Academic Honesty

Plagiarism and Cheating of any kind on an exam, quiz, or written assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course

that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. To ensure academic honesty, Turn it in.com may be used to check students work. Turn it in.com is a website that runs students assignments against all websites and electronic versions of text and articles. Students assignments will be flagged if plagiarizing has occurred. Flagged students will then be contacted by the instructor or the TA.

**\*\*Any form of plagiarism within an assignment will result in a 0 for that assignment and the possibility of receiving a 'Z' grade (see below)**

**\*\*If you are caught plagiarizing, the professor will assign a 'Z' grade!!! A 'Z' grade will follow you around the rest of your academic career; essentially, anyone who views your transcripts will know you cheated. Do not PLAGIARIZE!!! For more info:**  
<http://integrity.sdes.ucf.edu/zgrade/students>

## Plagiarism Statement:

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

For a detailed explanation on plagiarism, please click this link: [Plagiarism Statement](#)

## Disability Statement

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



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

## Copyright

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

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

## Third-Party Software and FERPA

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

## My expectations of you for taking African Archaeology

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.

- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

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

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

## **Final Comments**

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

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



# MUMMIES: LIFE AFTER DEATH

ANT4027W • Spring 2018

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

## **ANT4027 (0W59) Mummies: Life After Death Syllabus** Spring/2018 • 3.0 Credit Hours • Fully Online in Webcourses

### **Professor Contact**

Professor: Dr. Sandra Wheeler  
Office: Howard Phillips Hall 309F (Main Campus)  
Office Hours: Fridays 9:30-11:30am in Chat (for online hours) and by appointment (for in person hours)  
Contact: [Sandra.Wheeler@ucf.edu](mailto:Sandra.Wheeler@ucf.edu) or Inbox in Webcourses

### **Graduate Teaching Assistant (GTA) Contact**

GTA: Samuel Martin  
Office Hours: TBA  
Contact: Discussions or Inbox

### **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. PR: ANT2511 Human Species

### **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 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 will 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

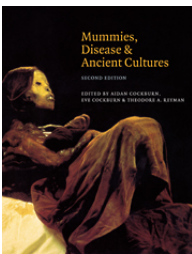
## Course Learning Objectives

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 need both** to successfully complete this course. 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!**



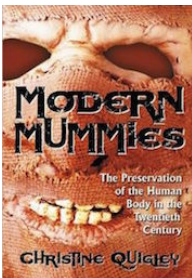
### *Mummies, Disease, and Ancient Cultures*

Author: Aidan Cockburn, Eve Cockburn, Theodore A. Reyman, eds.

Publisher: Cambridge University Press

Year: 1998

ISBN: 0-521-58954-1 (paperback)



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

Author: Christine Quigley

Year: 2006

Publisher: McFarland

ISBN: 0786428511 (paperback)

## Grading Scale

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

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

## Student Evaluation

Your final grade for the course is weighted and will be 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!
Written Mummy Assignments (2)	20%	You will complete two of three written mummy assignments!
Quizzes (13)	20%	Module quizzes based on course materials; lowest quiz score 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 lectures

**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.

**Mummy Assignments:** You will complete **two of three written assignments** dealing with mummies and mummy research. More details about these assignments can be found by clicking on the Assignments button or looking in the Modules. Mummy Assignments are worth 20% of your final grade.

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

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

## Who Should Take an Online Course?

**This is a fully online course!** Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. So remember, **module content, assignments, and exams will be paced like a regular face-to-face course, so course content will be posted on a weekly basis.** Also, as long as you have an Internet connection, it won't matter if all the mummies re-animate and try to take over, you will still be able to complete your work!

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

This course format requires you to have **reliable and consistent access to the Internet**. Lucky for you, there are computers available for your use all over campus. If you are doing a Study Abroad, make sure you will have reliable and consistent access to the Internet while you are abroad!!

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

- Check Webcourses regularly and keep up with the modules
- Listen to all audio lectures and take notes
- Complete all readings, assignments, discussions, and exams by their due dates
- Review the Syllabus, Course Expectations and Course Protocols so you understand how the class will be run

**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! I may even let you smell a mummy! You will hear my disembodied voice on the posted audio lectures, sometimes it's nice to attach a face to the voice.

### **Don't Rely on the UCF Mobile App!!**

The UCF Webcourses mobile app is great for some things but really NOT GREAT for most things. For one, it doesn't show you the full assignment list or the To Do list. Sometimes it doesn't show you Announcements. I would **not recommend** using the Mobile App to complete or upload any work, and I would **definitely not use it** to take any quiz or exam! You should be logging into your 'W' courses a few times a week, preferably on a laptop or desktop so you can see the full course and full list of assignments!

### **Course Requirements**

This course begins on **MONDAY, JANUARY 8** and ends on **MONDAY, APRIL 23, 2018**. The **Final Exam (Exam 3)** is available during Final's Week, **WEDNESDAY, APRIL 25 to SUNDAY, APRIL 30, 2018**. 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

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 weekly 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**.

### **Important Things**

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **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.

## Academic Responsibility

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

**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 the course materials. Don't think that taking an online course is easier, it can actually be much more challenging and time intensive than many people think, so be prepared!

**Academic honesty:** Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and 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](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. **Do not copy and paste from the course modules or the Internet to answer questions posted in your assignments or exams.** I will know. It will be bad for you. 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:** 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 covered. Mummies have feelings too.

## Student Accessibility Services

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

## Deployed Active Duty Military Students

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

## Copyright

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

#### ANT4027 Mummies: Life After Death - Course Topics, Readings and Due Dates, Spring 2018

Module	Topic, Required Reading and Due Dates
Module 1	<p>A Natural (sometimes) Process</p> <p>Text</p> <ul style="list-style-type: none"> <li>Quigley C. 2006. What has been, may be, can be, and will be done (Ch 1). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 5-26.</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. Mechanisms of mummification (Ch 3). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 41-71.</li> <li>Piombino-Mascoli D, Gill-Frerking H, Beckett RG. 2017. The taphonomy of natural mummies (Ch 8). In: Schotsmans EMJ, Márquez-Grant N, Forbes SL (eds.) <i>Taphonomy of Human Remains: Forensic Analysis of the Dead and the Depositional Environment</i>, 1st Ed. New York: John Wiley &amp; Sons pg101-119.</li> </ul> <p><b>QUIZ 1 DUE JAN 21</b></p>
Module 2	<p>A History of Mummy Studies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. History of mummy studies (Ch 1). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 1-21.</li> <li>David R. 2008. The background of the Manchester Mummy Project (Ch 1). In: David R (ed.) <i>Egyptian Mummies and Modern Science</i>. Cambridge: Cambridge University Press, pg 3-9.</li> <li>Pringle H. 2001. The Congress (Ch 1) and The dissector's knife (Ch 2). <i>The Mummy Congress: Science, Obsession, and the Everlasting Dead</i>. New York: Hyperion, pg 1-53.</li> </ul> <p><b>QUIZ 2 DUE JAN 28</b></p>
Module 3	<p>Why Mummify?</p> <p>Text</p> <ul style="list-style-type: none"> <li>Quigley C. 2006. Learning about life and death (Ch 4). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 103-131.</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. Purpose of anthropogenic mummification (Ch 2). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 22-40.</li> </ul> <p><b>QUIZ 3 DUE FEB 4</b></p>



<b>MEET A NEWISH MUMMY ASSIGNMENT DUE FEB 4</b>	
Module 4	<p>Modern Immortality</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Quigley C. 2006. Lying in State (Ch 2). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 27-58.</li> <li>• Quigley C. 2006. Buying immortality (Ch 5). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 133-166.</li> </ul> <p>Additional Reading</p> <ul style="list-style-type: none"> <li>• Bates, S. 2010. Bodies Impolitic? Reading Cadavers. <i>International Journal of Communication</i> 4: 198-219.</li> </ul> <p><b>QUIZ 4 DUE FEB 11</b></p>
Module 5	<p>The Ethics of Display of Human Remains</p> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>• Balachandran S. 2009. Among the Dead and Their Possessions: A Conservator's Role in the Death, Life, and Afterlife of Human Remains and Their Associated Objects. <i>Journal of the American Institute for Conservation</i> 48: 199-222.</li> <li>• Walter T. 2004. Plastination for Display. <i>Journal of the Royal Anthropological Institute</i> 10: 603-627.</li> <li>• Brooks MM, Rumsey C. 2007. The Body in the Museum. In: Cassman V, Odegaard N, and Powell J (eds) <i>Human Remains: Guide for Museums and Academic Institutions</i>. AltaMira Press: Lanham, pg 261-289.</li> </ul> <p><b>QUIZ 5 DUE FEB 18</b></p>
<b>EXAM 1 (opens 8:am on FEB 15 to 11:59pm on FEB 18)</b>	
Module 6	<p>Modern Methods of Mummy Study</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Reyman TA et al. 1998. New investigative techniques (Ch 16). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 353-394.</li> </ul> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>• Antoine D. 2014. The Scientific Analysis of Human Remains from the British Museum Collection: Research Potential and Examples from the Nile Valley. In: Fletcher A, Antoine D and Hill JD (eds) <i>Regarding the Dead: Human Remains in the British Museum</i>. The British Museum Press: London. pg 20-30.</li> <li>• McCreesh NC, Gize AP, David AR. 2011. Ancient Egyptian hair gel: new insight into ancient Egyptian mummification procedures through chemical analysis. <i>Journal of Archaeological Science</i> 38: 3432-3434.</li> <li>• Taylor JH and Antoine D. 2014. Tamut: A high-ranking priest's daughter (Ch 3). <i>Ancient Lives New Discoveries: Eight Mummies, Eight Stories</i>. London: The British Museum Press, pg 68-92.</li> <li>• Wade AD et al. 2012. Foodstuff placement in ibis mummies and the role of viscera in embalming. <i>Journal of Archaeological Science</i> 39: 1642-1647.</li> </ul> <p><b>QUIZ 6 DUE FEB 25</b></p>
Module 7	<p>Mummies and Disease</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Sandison AT and Tapp E. 1998. Disease in ancient Egypt (CH 2). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 38-58.</li> <li>• Harris JE, Ponitz PV and Ingalls BK. 1998. Dental health in ancient Egypt (Ch 3). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 59-68.</li> </ul> <p>Additional Readings</p>

	<ul style="list-style-type: none"> <li>• Prates C, Sousa S, Oliveria C and Ikram S. 2011. Prostate metastatic bone cancer in an Egyptian Ptolemaic mummy, a proposed radiological diagnosis. <i>International Journal of Paleopathology</i> 1: 98-103.</li> <li>• Väre T, Niinimäki J, Junno J-A, Núñez M, Niinimäki S and Niskanen M. 2016. Suspected tuberculosis in an early 17<sup>th</sup>-century northern Finnish mummy-A computed tomography case study. <i>International Journal of Paleopathology</i> 14: 69-73.</li> </ul> <p><b>QUIZ 7 DUE MAR 4</b>  <b>MEET AN OLDISH MUMMY ASSIGNMENT DUE MAR 4</b></p>
	<b>SPRING BREAK MAR 12 to MAR 16</b>
Module 8	<p>Animal Mummies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>• Aufderheide A. 2003. Mummification of animals (Ch 7). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 395-417.</li> <li>• Boeskorov GG, Potapova OR, Mashchenko EN, Protopopov AV, Kuznetsova TV, Agenbroad L and Tikhonov AN. 2014. Preliminary analyses of frozen mummies of mammoth (<i>Mammuthus primigenius</i>), bison (<i>Bison priscus</i>) and horse (<i>Equus sp.</i>) from the Yana-Indirgka Lowland, Yakutia, Russia. <i>Integrative Zoology</i> 9: 471-480.</li> <li>• Ikram S. 2015. Protecting pets and cleaning crocodiles: The Animal Mummy Project (Ch 9). In: Ikram S (Ed.) <i>Divine Creatures: Animal Mummies in Ancient Egypt</i>. Cairo: The American University in Cairo Press, pg 206-227.</li> <li>• McKnight LM, Adams JE, Chamberlain A, Atherton-Woolham SD and Bibb R. 2015. Application of clinical imaging and 3D printing to the identification of anomalies in an ancient Egyptian animal mummy. <i>Journal of Archaeological Science: Reports</i> 3: 328-332.</li> </ul> <p><b>QUIZ 8 DUE MAR 18</b></p>
Module 9	<p>Mummies of Egypt</p> <p>Text</p> <ul style="list-style-type: none"> <li>• Peck WH. 1998. Mummies of ancient Egypt (Ch 1). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 15-37.</li> <li>• Cockburn A, Barraco RA, Peck WH, and Reyman TA. 1998. A classic mummy: PUM II (Ch 4). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 69-90.</li> <li>• Millet NB, Hart GD, Reyman TA, Zimmerman MR and Lewin PK. 1998. ROM I: mummification for the common people (Ch 5). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 91-105.</li> <li>• Reyman TA and Peck WH. 1998. Egyptian mummification with evisceration per ano (Ch 6). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 106-120.</li> </ul> <p><b>QUIZ 9 DUE MAR 25</b></p>
	<b>EXAM 2 (opens 8:am on MAR 22 to 11:59pm on MAR 25)</b>
Module 10	<p>Mummies of North and Central America</p> <p>Text</p> <ul style="list-style-type: none"> <li>• El-Najjar MY <i>et al.</i> 1998. Mummies and mummification practices in the southern and southwestern United States (Ch 7). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 121-137.</li> <li>• Zimmerman MZ. 1998. Alaskan and Aleutian mummies (Ch 8). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 138-154.</li> <li>• Quigley C. 2006. Occupational hazards (Ch 3). <i>Modern Mummies: The Preservation of the Body in the Twentieth Century</i>. Jefferson, NC: McFarland &amp; Company, Inc., pg 59-102.</li> </ul>

	<p>Additional Readings</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. The geography of mummies-Mummies of North America and Mummies of Central America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 72-92.</li> </ul> <p><b>QUIZ 10 DUE APR 1</b></p>
Module 11	<p>Mummies of South America</p> <p>Text</p> <ul style="list-style-type: none"> <li>Vreeland Jr, JM. 1998. Mummies of Peru (Ch 9). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 154-189.</li> <li>Arriaza BT, Cárdenas-Arroyo F, Kleiss E and Verano JW. South American Mummies: culture and disease (Ch 10). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 190-236.</li> </ul> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>Aufderheide A. 2003. The geography of mummies-Mummies of South America (Ch 4). <i>The Scientific Study of Mummies</i>. Cambridge: Cambridge University Press, pg 92-158.</li> </ul> <p><b>QUIZ 11 DUE APR 8</b></p>
Module 12	<p>Mummies of Europe</p> <p>Text</p> <ul style="list-style-type: none"> <li>Ascenzi A <i>et al.</i> 1998. Mummies from Italy, North Africa and the Canary Islands (Ch 12). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 263-287</li> </ul> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>Wun I. 2010. Mummies in monasteries and churches-monks, popes and princes. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 152-159.</li> <li>Samadelli M <i>et al.</i> 2015. Complete mapping of the tattoos of the 5300-year-old Tyrolean Iceman. <i>Journal of Cultural Heritage</i> 16: 753-758.</li> </ul> <p><b>QUIZ 12 DUE APR 15</b> <b>DISPLAYING THE DEAD ASSIGNMENT DUE APR 15</b></p>
Module 13	<p>Glacier Mummies and Bog Bodies</p> <p>Text</p> <ul style="list-style-type: none"> <li>Fischer C. 1998. Bog bodies of Denmark and northwestern Europe (Ch 11). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 237-262.</li> <li>Hart Hansen JP. 1998. Bodies from cold regions (Ch 15). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, 336-352.</li> </ul> <p>Additional Readings</p> <ul style="list-style-type: none"> <li>Bertling M, Gill-Frerking H and Rosendahl W. 2010. The bog dog from Burlage. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 298-299.</li> </ul> <p><b>QUIZ 13 DUE APR 22</b></p>
Module 14	<p>Mummies of the Middle East, Asia and Oceania</p> <p>Text</p> <ul style="list-style-type: none"> <li>Sakurai K, Ogata T, Morimoto I, Long-Xiang P and Zhong-Bi W. 1998. Mummies from Japan and China (Ch 14). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 336-352.</li> <li>Pretty GL, Calder A. 1998. Mummification in Australia and Melanesia (Ch 13). In: <i>Mummies, Disease and Ancient Cultures</i>, 2<sup>nd</sup> Ed. Cambridge: Cambridge University Press, pg 289-307.</li> </ul> <p>Additional Reading</p>

	<ul style="list-style-type: none"> <li>• Kerneck B. 2010. The Altai Lady and her companions-mummies of the Scythian Pazyryk culture. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 138-141.</li> <li>• Werning J. 2010. Mummies of China. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the world</i>. Munich: Prestel Verlag, pg 126-137.</li> <li>• Beckett RG, Nelson AJ. 2015. Mummy Restoration Project Among the Anga of Papua New Guinea. <i>The Anatomical Record</i> 298: 1013-1025.</li> <li>• Erckenbrecht C, Klaatsch HH. 2010. Mummies in Australia-a special form of Aboriginal burial rites. In: Wieczorek A and Rosendahl W (eds.) <i>Mummies of the World</i>. Munich: Prestel Verlag, pg 121-125.</li> </ul> <p><b>QUIZ 14 DUE APR 29</b></p>
	<p><b>EXAM 3 (opens 8:am on APR 25 to 11:59pm on APR 29)</b></p>

Welcome to:

# History of Anthropological Thought



ANT 4034M – Spring 2018

Mondays: 2:30 am – 3:20 pm,

Wednesdays: 2:30 am – 3:20 pm,

& Online Component: to be completed between Thur. and Sun. (unless stated otherwise)

Location: HPA1, Room 116

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**Professor: Joanna Mishtal, Ph.D.**

**Office Hrs:** Mon & Wed 4 – 5 pm, and by appointment, Howard Phillips Hall 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method) Phone: (407) 823-3797

**Graduate Teaching Assistant: Mikaela Mendoza-Cardenal, MA Candidate**

**Office Hrs & Place:** Mon & Wed 10 – 11 am, Howard Phillips Hall 309

**E-mail:** [mikaelamendoza@knights.ucf.edu](mailto:mikaelamendoza@knights.ucf.edu)

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## Course Description and Objectives:

Anthropology as a discipline has an extraordinarily diverse and rich intellectual history. Anthropologists have come a long way from their beginnings at the end of the 19<sup>th</sup> century when of primary interest was the study of “exotic” people and the discipline was implicated in the European colonial domination. In the second half of the 20<sup>th</sup> century, anthropology underwent intense transformations as a result of critiques and challenges emerging both inside and outside of the discipline, and as a result of new intellectual currents forming in social sciences and the world at large. Thus, present-day anthropology is vastly different from its 19<sup>th</sup> century beginnings in terms of theory, methods, and with respect to how anthropology is used. Moreover, contemporary anthropology draws on a number of other intellectual traditions, in particular gender studies and history, and participates in intellectual discussions across disciplinary boundaries. Rather than attempting to cover every “school of thought” since the 19<sup>th</sup> century, this course focuses on key theoretical currents that have been significant to the way anthropology is done today. Some of the earlier theories presented in the first half of the course are important to understand as the historical backdrop against which new thinking emerged. The latter half of the course will focus on major present-day debates in anthropology, including globalization, political economy, neoliberalization, human rights, and ethics. At the end of the course we will closely examine how these themes emerge in an award-winning contemporary ethnography that intertwines several theoretical paradigms.

### Class Objectives:

- 1.) To become familiar with the historical trajectory of anthropological thinking
- 2.) To understand the relationship between theoretical paradigms and their historical contexts
- 3.) To relate academic thinking to “real world” issues
- 4.) To develop an appreciation of critiques of anthropological thinking over time and the changes these critiques have produced

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## Course Materials:

**1. Required Books:** (inexpensive used copies are sold online; also available on 2-hr library reserve):

a.) Rebecca Skloot. 2010. *The Immortal Life of Henrietta Lacks*. New York: Crown.

b.) Donna Goldstein. 2003. *Laughter Out of Place: Race, Class, Sexuality, and Violence in a Brazilian Shantytown*. UC Press: Berkeley. (received the prestigious Margaret Mead Award)

**2. Required Articles:**

Several articles are also required and are available to students electronically on the Canvas (Webcourses) website for our course. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Students are required to download all available texts for this course as soon as possible.

To access Canvas: log into [my.ucf.edu](http://my.ucf.edu) and click on the Online Courses Tools tab; select our class from the list of Courses. Technical support for Canvas: call Tech Rangers, 407-823-3808. It is students' responsibility to resolve any Canvas problems through UCF technical support at the start of the semester.

**3. Required Films:**

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

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**Expectations of Students:**

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

Students are expected to attend lectures and films, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings and assignments seriously, you should do very well in this class. If you have to miss a class please ask to borrow a fellow student's notes because lectures normally add to, or expand on the reading for that day.

**Academic Integrity:** I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. In the case of cheating or plagiarism there will be a zero given for the course. The *Turnitin* plagiarism checker will be used.

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

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

**Attendance, Computer Use, and Phone Use During Class:**

Attendance is taken during each class. It's the student's responsibility to ensure that s/he signs the sheet; if the sheet didn't make it to your seat somehow, please come up to the GTA after class to sign it. Students that leave class early without letting one of us know the reason before the class can be marked as absent for the entire class.

I have no problem with students using computers during class if it is for note-taking purposes only. But during films/videos, students are required to close their computers. Using computers for Facebook or other purposes unrelated to the class, as well as texting during class will be noted in the grade roster. These notes will be used as a negative when calculating the final grade. For example, a student with an excellent attendance who is texting in class will not be pulled up to the next grade if s/he is on a cusp at the final grade calculation.

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**Students with Disabilities:** to receive accommodations students must first register with Student Accessibility Services, Ferrell Commons 185, phone (407) 823-2371. For further information please see: <http://sas.sdes.ucf.edu/>, or email [sas@mail.ucf.edu](mailto:sas@mail.ucf.edu).

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

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## Examinations and Grading Policy:

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

### Descriptions of Exams, Quizzes, and Online Work:

#### 1. Exam I (40 points; 20%)

The exam will consist of up to 40 questions (multiple choice, fill in the blank, true/false). The exam will cover concepts from all texts, videos, lectures (including any guest lectures) that were covered since the previous exam, i.e., it is not cumulative. Please bring a brown scantron and #2 pencils to the exam.

#### 2. Exam II (40 points; 20%)

The Exam II will consist of 40 questions (multiple choice, fill in the blank, true/false). The exam will cover all texts, videos, guests, and lectures that were presented during the course, with an emphasis on the 2<sup>nd</sup> half of the course. Bring a brown scantron and #2 pencils to the exam. Do not plan to leave town before this examination – students cannot pass this class if they miss the Exam II.

#### 3. 10 out of 12 Quizzes (60 points; 6 points each; 30%)

Quizzes are *extremely important* in this class – they are integral in helping students absorb the material, perform better on exams, and maximally benefit from lectures. Twelve quizzes will be given for 6 points each, and 2 lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist 1 or 2 narrative questions (or up to 6 questions if non-narrative or fill in the blank) meant to assess whether or not the student read and understood the assigned material. They will take approx. 10 minutes or less at the start of the class. There will be no make-ups for the quizzes because 2 scores are dropped. The dropping of 2 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz.

#### 4. Online Component: (60 points; 30%)

Weekly readings and/or viewings: The online work will consist of weekly readings and/or viewing of films relevant to the class, which will either expand on or add to the material covered in class, or alternatively illustrate some of the theoretical concepts presented in class and readings. Knowledge from these texts and films will be tested on the exams. Detailed instructions and relevant materials will be posted on Canvas.

Analysis Paper – 40 points: This paper requires that students incorporate and apply their knowledge of theoretical concepts to analyze the first of two ethnographic books covered in class, Skloot's *The Immortal Life of Henrietta Lacks*. Word count: 1000 – 1200. Due: Tuesday, 3/27/18, before midnight via Canvas. Detailed instructions about how to write this paper will be posted on Canvas.

Response Paper – 20 points: This short response paper requires that students respond to the film “City of God.” Word count: 400 - 450. Due: Tuesday, 4/15/18, before midnight via Canvas. Detailed instructions about how to write this paper will be posted on Canvas.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, assignments submitted late will be graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test left the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.
- **NO Make-Up Exams will be given.** If a student misses an exam, a zero will be given for that test.

**Summary of points:**

1. Exam I: (40 points) 20%
3. Exam II: (40 points) 20%
4. Ten quizzes: (60 points) 30%
5. Online Work: (60 points) 30%

Attendance, class participation, and computer/phone use will be used in borderline cases.

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**Total: (200 points) 100%**

**Grading scale:**

Letter Grade	Percentages
A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
D-	60 - 63
F	59 and below



# Course Schedule

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

**1/08 - Mon: Introduction of the course and overview of the syllabus.**

**1/10 - Wed: Anthropological fieldwork and ethnography.**

**Read for Wed:**

“Shakespeare in the Bush.” by Bohannan, Laura. *Natural History* 1966. Pp. 28-33.

### Online Component:

→ [Assignment # 1](#): Instructions on Canvas

(Become familiar with Canvas, and our course site. Make sure you can access articles. After this week's assignment it is assumed that all students have full access and functionality on Canvas)

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## WEEK 2: *Week's Topic: British Anthropology -Morgan*

**1/15 - Mon: NO CLASS** (Martin Luther King Jr. Holiday)

**1/17 - Wed: Cultures Understood in Evolutionary Terms: Early Anthropology**

**Read for Wed:**

“Ethnical periods.” By Morgan, L.H. 1877, In: *Ancient Society*. Pp. 3-10.

→ **Quiz 1**

### Online Component:

→ [Assignment # 2](#): Instructions on Canvas

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## WEEK 3: *Week's Topic: British Anthropology – Malinowski American Anthropology – Boas & Mead*

**1/22 - Mon: Cultures Understood as Structure and Function.**

**Read for Mon:**

“Kula: the Circulating Exchange of Valuables in the Archipelagos of Eastern New Guinea.” By B. Malinowski, B. 1920. *Man* vol. 20, Pp. 97-105.

**1/24 - Wed: Franz Boas & Margaret Mead; Mead's Research in Samoa**

**Read for Wed:**

“Introduction” and “Formal Sex Relations,” in *Coming of Age in Samoa* by Mead, Margaret. 1928. New York: Harper Collins.

→ **Quiz 2**

### Online Component:

→ [Assignment # 3](#): Instructions on Canvas

(Watch film: “Margaret Mead: Taking Note”)

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**WEEK 4: Week's Topic: Mead, Benedict, and Geertz**

**1/29 - Mon: The Mead – Freeman Controversy**

→ Quiz 3

**Read for Mon:**

“Virginity and the History of Sex in Samoa” by Paul Shankman. 2011. In *Sexualities in Anthropology: A Reader*. Pp. 232-244.

**1/31 - Wed: Cultures Understood as “Personality Types”**

**Read for Wed:**

“Assignment: Japan” by Ruth Benedict. In: *Chrysanthemum and the Sword*. Pp. 1-18.

**Online Component:**

→ Assignment # 4: Instructions on Canvas

(**Read:** “Thick Description.” By Geertz, Clifford. 1973. In: *Interpretation of Cultures*. p. 3-30. Cultures as symbols. Guiding question on Canvas)

**\*TIP for Monday:** Said’s article for next Monday is difficult, therefore please do a close reading; guiding questions are on Canvas, posted in Wk 5 Module.

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**WEEK 5: Week's Topic: The Crisis!**

**2/5 - Mon: Crisis of Representation: Poststructural Critique**

→ Quiz 4

**Read for Mon:**

“From Orientalism.” By Said, E. 1994 (1978). *A Critical and Cultural Theory Reader*. Pp. 67-79.

**2/7 - Wed: Crisis of Representation: Feminist Critique**

**Read for Wed:**

\*\*\*To Be Announced in Class\*\*\*

**Online Component:**

→ Assignment # 5: Instructions on Canvas

(**Read:** “Orientalism Once More” by E. Said 2004. Guiding question on Canvas)

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**WEEK 6: Week's Topic: The “Power Turn”**

**2/12 - Mon: Cultures Understood as Power, Conflict, and Resistance: Marx, Engels, Gramsci**

**Read for Mon:**

“The Communist Manifesto,” by Marx, K. and F. Engels. 1848.

2/14 - Wed: Cultures Understood through Class Dominance, and Social Capital.

→ Quiz 5

Read for Wed:

“Class: A Guide through the American Status System.” by Fussell, P. 1983. Pp. 15-50

Online Component:

→ Assignment # 6: Instructions on Canvas

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**WEEK 7: Week’s Topic: The “Power Turn”**

2/19 - Mon: Cultures Understood through Class Dominance, and Social Capital.

Read for Mon:

“Distinction: A Social Critique of the Judgment of Taste.” By Bourdieu. 1984. P. 1-7 and 113-115.

2/21 - Wed: Exam I Review

Online Component:

→ Assignment # 7: None.

Study for Exam I

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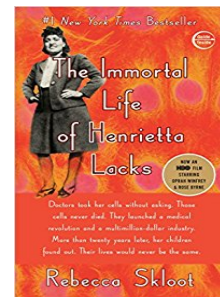
**WEEK 8: Week’s Topic: Exam I & New Section –Political Economy; Invisible forms of violence; Anthropology of Science**

2/26 - Mon: **EXAM I**

2/28 - Wed: *New Section –Political Economy; Invisible Forms of Violence; and Anthropology of Science*

Read for Wed:

*The Immortal Life of Henrietta Lacks* – Pages: xiii - 48



Online Component:

→ Assignment # 8: Instructions on Canvas

(Read: *The Immortal Life of Henrietta Lacks* – “Life” section cont.: pages 49 - 86)

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**WEEK 9: Week’s Topic: Political Economy; Anthropology of Science**

3/5 - Mon: HeLa – “Death”

Read for Mon:

*The Immortal Life of Henrietta Lacks* – pages 87 - 176

→ Quiz 6

3/7 - Wed: HeLa – “Immortality”

→ Quiz 7

**Read for Wed:**

*The Immortal Life of Henrietta Lacks* – pages 177 - 231

**Online Component:**

→ Assignment # 10: Instructions on Canvas

(**Read:** *The Immortal Life of Henrietta Lacks* - pages 232 - 304)

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**WEEK 10:**

**3/12 - 3/16 - SPRING BREAK**

**Online Component:**

→ Assignment # 9: None – spring break (but try to read the book)

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**WEEK 11: *Week's Topic: Political Economy; Anthropology of Science; And Guest Lecture***

**3/19 - Mon: HeLa – “Immortality” and the end.**

**Read for Mon:**

*The Immortal Life of Henrietta Lacks* – pages 305 - 328

**3/21 – Guest Lecture: Sarah Davenport, McNair Scholar**

**Presentation Title:**

“Race, Class and Environmental Anthropology

→ **Double Attendance**

**Online Component:**

→ Assignment # 11: Instructions on Canvas

(Start writing the Analysis Paper due next week)

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**WEEK 12: *Week's Topic: Introduction of the Case of Brazil***

**3/26 - Mon: Wed: Book wrap-up.**

→ **ANALYSIS PAPER DUE - Submit by Tuesday, 3/27/18, before midnight via Canvas.**

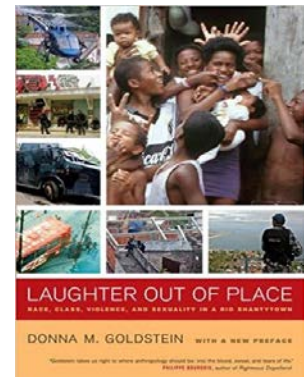
**3/28 - Wed: New Section: Brazil - Analysis of an Ethnography in Terms of Theories and Methods.**

**Read for Wed:**

*Laughter out of Place* – Intro. (pp. 1-17)

→ **Quiz 8**

**Online Component:1**



→ Assignment # 12: Instructions on Canvas  
(**Watch**: film links provided online about Brazil)

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**WEEK 13: *Week's Topic: The Case of Brazil***

**4/2 - Mon: Brazil ethnography, cont.**

**Read for Mon:**

*Laughter out of Place* – Ch. 1 (pp. 18-57)

→ Quiz 9

**4/4 - Wed: NO Face-to-Face Class: Society for Applied Anthropology Annual Conference**

**Brazil ethnography, cont.**

**Read for Wed:**

*Laughter out of Place* – Ch. 2 (pp. 58-101)

→ Quiz 10 online

**Online Component:**

→ Assignment # 13: Instructions on Canvas

(**Read**: *Laughter out of Place* – Ch. 3, pp. 102-135; guiding question on Canvas)

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**WEEK 14: *Week's Topic: The Case of Brazil***

**4/9 - Mon: Brazil ethnography, cont.**

**Read for Mon:**

*Laughter out of Place* – Ch. 4 (pp. 136-173)

→ Quiz 11

**4/11 - Wed: Brazil ethnography, cont.**

**Read for Wed:**

*Laughter out of Place* – Ch. 5 (pp. 174-225)

→ Quiz 12

**Online Component:**

→ Assignment # 14: Instructions on Canvas

**Read**: *Laughter out of Place* – Ch. 6, p. 226-258; guiding question on Canvas and

**\*\*RESPONSE (to the film) PAPER DUE: Submit by Sunday, 4/15/18, before midnight via Canvas**

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**WEEK 15: *Week's Topic: The Case of Brazil***

**4/16 - Mon: Brazil ethnography, finish. Also, discussion of “City of God” film.**

**Read for Mon:**

*Laughter out of Place* – Ch. 7 (pp. 259-274)

**4/18 - Wed: Review for Exam II**

**Online Component:**

→ Assignment # 15: None. Prepare for Exam II.

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**WEEK 16: EXAM II**

**Mon, 4/23: Exam II (in last class), 2:30 am - 3:20 pm in HPA1 116**

~~~~~ *Have a Nice Summer Break!* ~~~~~



# Course Syllabus

[Jump to Today](#)
 Edit


## ANT4115C: Archaeological Method and

Spring 2017  
Classroom 1, Room 309  
Thursdays: 1:30 - 3:20pm  
Online: 24-7

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 9:00 – 10:30 am Wednesday, 12:30-2:00pm Friday, or by appointment; HPH309

Course TA: Abigail Kindler

Course-Related Email: Webcourses Email Client

Secondary Email: [akindler@knights.ucf.edu](mailto:akindler@knights.ucf.edu) (<mailto:akindler@knights.ucf.edu>)

Office Hours: 10 AM - 12 PM Thursday, HPH309

### Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

### Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies to case studies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

### Required Texts

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Carver, Martin

2009 [Archaeological Investigation](https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?encoding=UTF8&me=) ([https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt\\_paperback?encoding=UTF8&me=](https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?encoding=UTF8&me=)). New York, Routledge.

Useful Web Sites

- Society for American Archaeology: [saa.org](http://www.saa.org/) (<http://www.saa.org/>)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/) (<http://www.americananthro.org/>)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) (<http://www.archaeological.org/>)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) (<http://www.archaeologychannel.org/>)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>  
(<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) (<http://www.shovelbums.org/>)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

| Grade Category            | Description of Requirement                                                                                                                                                                                      | Weight Toward Final Grade | Point Value |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------|
| Quiz                      | Getting Started Module<br><b>100% score required to open Module 1</b><br><b>Due January 13, 2017, at 11:59pm</b>                                                                                                | 1                         | 10          |
| Midterm                   | Based on first 1/2 of class<br><b>February 23, in class</b>                                                                                                                                                     | 12                        | 120         |
| Final Exam                | Cumulative<br><b>TBA: Pending assignment from Registrar's Office</b>                                                                                                                                            | 20                        | 200         |
| Attendance                | Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. The pertinent days are indicated on the <b>course schedule</b> .                                                 | 9                         | 90          |
| Weekly Assignments        | 8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Wednesdays at 11:59pm, <b>see schedule</b> .                                                           | 38                        | 380         |
| Research Project Analysis | 5-7 page written critique of an archaeological research project. Details will be provided in-class. All associated assignments will be due on Sundays at 11:59pm.<br><b>Final draft due April 20 at 11:59pm</b> | 20                        | 200         |
| TOTAL                     |                                                                                                                                                                                                                 | 100                       | 1000        |

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 14, you'll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

## Letter Grade Percentage

|    |        |
|----|--------|
| A  | 94-100 |
| A- | 90-93  |
| B+ | 87-89  |
| B  | 84-86  |
| B- | 80-83  |
| C+ | 77-79  |



|    |       |
|----|-------|
| C  | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D  | 60-66 |
| F  | 0-59  |

Policies

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Contacting Dr. Barber</p>            | <p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>                                                                                                                                                                                                                                              |
| <p>Webcourses@UCF</p>                   | <p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, <a href="mailto:Webcourses@UCF">Webcourses@UCF (mailto:Webcourses@UCF)</a>.</p> <p>Please think of the on-line component as a replacement for Tuesday's class, this means you are expected to look at the module <i>before</i> you come to class. Note in the schedule where in-class activities are planned. These may take place in the Anthropology Teaching Laboratory, outside the Business Administration 2 Building, or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p> |
| <p>Accessing On-line Course Content</p> | <p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Quizzes and Examinations</p>         | <p>Because there is no way to proctor an on-line quiz, all quizzes for this course are open-book.</p> <p>There will also be two examinations in class. Please bring a #2 pencil and a <b>brown</b> scantron for each exam.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Grading and evaluation</p>           | <p><b><u>All assignments are due at 11:59 pm on their due date.</u></b></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>                              |
| <p>Attendance and Participation</p>     | <p>There is an attendance requirement for this course, so your grade will suffer if you do not come to class. Attendance will be counted on days when we have specific, graded in-class activities. See the course schedule.</p> <p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.</p>                                                                                                                                                                                                                                                                                                            |
| <p>Deadlines and Make-ups</p>           | <p>If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work.</p> <p>That said, I am not completely evil. If you have an issue, email me <b>before</b> the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will</p>                                                                                                                                                                                                                                                         |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <p>be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have <b>one week</b> to make up an assignment once you contact the professor after missing a deadline.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Academic integrity | <p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <a href="http://z.ucf.edu/">http://z.ucf.edu/</a> (<a href="http://z.ucf.edu/">http://z.ucf.edu/</a>).</p> <p>I will 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.</p>                                                                                                                                                                                                                                                                                      |
| Special Needs      | <p>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. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact me as soon as possible to discuss various access options. Students should also connect with <a href="http://sas.sdes.ucf.edu/">Student Accessibility Services (http://sas.sdes.ucf.edu/)</a> (Ferrell Commons, 7F, Room 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a> (<a href="mailto:sas@ucf.edu">mailto:sas@ucf.edu</a>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.</p> |



Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.

| Class Date:          | Topic:                                                                                                                                      | Learning Module:                                | Assignments Due at 11:59 pm on:                                         |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------|
| <b>Do this first</b> | <a href="#">Getting Started Module</a>                                                                                                      | Getting Started                                 | <a href="#">Jan 12</a><br>100% score on quiz required to open Module 1  |
| Jan 11               | Course Introduction                                                                                                                         | Module 1:<br>History of Americanist Archaeology | None                                                                    |
| Jan 18               | Archaeological interpretation. Group assignment.<br><b>Attendance taken</b>                                                                 | Module 2:<br>Archaeological interpretation      |                                                                         |
| Jan 25               | What is archaeological theory, and why do we care?                                                                                          | Module 3:<br>Developing a research question     |                                                                         |
| Feb 1                | Reading, using, and making maps. Class will meet at the Arboretum Office, see this week's announcement with map.<br><b>Attendance taken</b> | Module 4:<br>From idea to project: Background   | <a href="#">Jan 31:</a><br>Archaeological interpretation assignment due |
| Feb 8                | Survey. Class will meet at the Arboretum Office.                                                                                            | Module 5:                                       | <a href="#">Feb 7:</a>                                                  |

|          |                                                                                                     |                                                     |                                                                                                                                                                                                        |
|----------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <b>Attendance taken</b>                                                                             | Survey                                              | Research question assignment due (15 points)<br><a href="#">Feb 9</a> : Mapping Segment 1 due<br><a href="#">Feb 11</a> : Research report choice due<br><a href="#">Feb 12</a> : Mapping Segment 2 due |
| Feb 15   | Review                                                                                              | Review                                              | <a href="#">Feb 16</a> : Mapping Segment 3 due                                                                                                                                                         |
| Feb 22   | <b>First exam in class, February 22</b>                                                             | <b>Exam</b>                                         | <a href="#">Feb 19</a> : Mapping Segment 4 due                                                                                                                                                         |
| March 1  | Sampling and Excavation. Class will meet at the Arboretum<br><b>Attendance taken</b>                | Module 6: Excavation                                | <a href="#">Feb 28</a> :<br>Survey assignment due                                                                                                                                                      |
| March 8  | Excavation. Class will meet at the Arboretum<br><b>Attendance taken</b>                             | Module 7: Site Formation Processes and Preservation | <a href="#">March 11</a> :<br>Abstract and bibliography due                                                                                                                                            |
| March 15 | <b>Woo-Hoo Spring Break!</b>                                                                        | Spring Break                                        |                                                                                                                                                                                                        |
| March 22 | Stratigraphy and scale drawing. Class will meet at the Arboretum.<br><b>Attendance taken</b>        | Module 8: Stratigraphy                              | <a href="#">March 25</a> :<br>Plagiarism/Citation Module Quizzes due                                                                                                                                   |
| March 29 | Dating techniques. Class will meet in BA2-207<br><b>Attendance taken</b>                            | Module 9: Dating techniques                         | <a href="#">April 4</a> :<br>Stratigraphy assignment due                                                                                                                                               |
|          | Ceramic Analysis. Class will meet in BA2-207<br><b>Attendance taken</b>                             | Module 10: In the lab                               | <a href="#">April 8</a> :<br>Dating techniques assignment due                                                                                                                                          |
| April 12 | <a href="#">Ethics In-class assignment</a> . Class will meet in BA2-207.<br><b>Attendance taken</b> | Module 11: Curation and Ethics                      | <a href="#">April 15</a> :<br>Ceramic analysis assignment due                                                                                                                                          |
| April 19 | Course summary and review                                                                           |                                                     | <a href="#">April 20</a> :<br>Research Project Analysis due                                                                                                                                            |
| TBA      | <b>Final Exam</b>                                                                                   | <b>Exam</b>                                         |                                                                                                                                                                                                        |

## Course Summary:

| Date             | Details                                                                                                                                                                                                                                                |                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 12, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400551">Getting Started Quiz (https://webcourses.ucf.edu/courses/1272125/assignments/5400551)</a> | due by 11:59pm |
| Sun Jan 14, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400578">Syllabus EC (https://webcourses.ucf.edu/courses/1272125/assignments/5400578)</a>          | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thu Jan 18, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400569">Attendance January 18 (https://webcourses.ucf.edu/courses/1272125/assignments/5400569)</a> due by 1:30pm                             |
| Wed Jan 31, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400555">Archaeological Interpretation Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400555)</a> due by 11:59pm         |
| Thu Feb 1, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400565">Attendance February 1 (https://webcourses.ucf.edu/courses/1272125/assignments/5400565)</a> due by 1:30pm                             |
| Wed Feb 7, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400573">Research Questions Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400573)</a> due by 11:59pm                    |
| Thu Feb 8, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400566">Attendance February 8 (https://webcourses.ucf.edu/courses/1272125/assignments/5400566)</a> due by 1:30pm                             |
| Fri Feb 9, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400571">Mapping Assignment-Segment 1 (https://webcourses.ucf.edu/courses/1272125/assignments/5400571)</a> due by 11:59pm                     |
| Sun Feb 11, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400575">Research Report Choice (https://webcourses.ucf.edu/courses/1272125/assignments/5400575)</a> due by 11:59pm                           |
| Mon Feb 12, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400553">Mapping Assignment-Segment 2:Map Upload/Download (https://webcourses.ucf.edu/courses/1272125/assignments/5400553)</a> due by 11:59pm |
| Fri Feb 16, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5436285">Mapping Assignment-Segment 3:Comments (https://webcourses.ucf.edu/courses/1272125/assignments/5436285)</a> due by 11:59pm            |
| Mon Feb 19, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5436386">Mapping Assignment-Segment 4 (https://webcourses.ucf.edu/courses/1272125/assignments/5436386)</a> due by 11:59pm                     |
| Thu Feb 22, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400572">Midterm (https://webcourses.ucf.edu/courses/1272125/assignments/5400572)</a> due by 1:15pm                                           |
| Wed Feb 28, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400577">Survey Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400577)</a> due by 11:59pm                                |
| Fri Mar 2, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400552">Excavation Groups (https://webcourses.ucf.edu/courses/1272125/assignments/5400552)</a> due by 11:59pm                                |
| Thu Mar 8, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400560">Attendance March 8 (https://webcourses.ucf.edu/courses/1272125/assignments/5400560)</a> due by 1:30pm                              |
| Sun Mar 11, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400574">Research Report Abstract and Bibliography (https://webcourses.ucf.edu/courses/1272125/assignments/5400574)</a> due by 11:59pm      |
| Thu Mar 22, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400558">Attendance March 22 (https://webcourses.ucf.edu/courses/1272125/assignments/5400558)</a> due by 1:30pm                             |
| Sun Mar 25, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400554">APA Citation Style (https://webcourses.ucf.edu/courses/1272125/assignments/5400554)</a> due by 11:59pm                             |
| Sun Mar 25, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400561">Avoiding Plagiarism (https://webcourses.ucf.edu/courses/1272125/assignments/5400561)</a> due by 11:59pm                            |
| Thu Mar 29, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400559">Attendance March 29 (https://webcourses.ucf.edu/courses/1272125/assignments/5400559)</a> due by 1:30pm                             |
| Wed Apr 4, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400576">Stratigraphy Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400576)</a> due by 11:59pm                        |
| Thu Apr 5, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400557">Attendance April 5 (https://webcourses.ucf.edu/courses/1272125/assignments/5400557)</a> due by 11:59pm                             |
| Sun Apr 8, 2018  |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400563">Dating Techniques Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400563)</a> due by 11:59pm                   |
| Thu Apr 12, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400564">Ethics In-Class Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400564)</a> due by 1:15pm                      |
| Thu Apr 12, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400556">Attendance April 12 (https://webcourses.ucf.edu/courses/1272125/assignments/5400556)</a> due by 11:59pm                            |
| Sun Apr 15, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400562">Ceramics Assignment (https://webcourses.ucf.edu/courses/1272125/assignments/5400562)</a> due by 11:59pm                            |
| Fri Apr 20, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400568">Final Project (https://webcourses.ucf.edu/courses/1272125/assignments/5400568)</a> due by 11:59pm                                  |
| Thu Apr 26, 2018 |  <a href="https://webcourses.ucf.edu/courses/1272125/assignments/5400567">Final Exam (https://webcourses.ucf.edu/courses/1272125/assignments/5400567)</a> due by 1pm                                         |

**University of Central Florida, Spring 2018**

**Mixed Mode Course**

**Face-to-Face Meeting: Tuesdays 3-4:20 PM in BA2 0207**

Professor: Dr. Michael Callaghan

Office: Howard Phillips Hall 409L

Phone: 407-823-4964

Office Hours: Tuesdays 1:30-3PM, Thursdays 9:30-12 PM, and by appointment

E-mail: [michael.callaghan@ucf.edu](mailto:michael.callaghan@ucf.edu)

**Course Perspective:**

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

This is a seminar-style course designed to introduce students to the advances in archaeological research on gender, sexuality and social identity in the last 25 years. We will examine the issue of “engendering” archaeology from a critical perspective. Why is a study of gender important in the investigation of past societies? How do we recognize gender archaeologically? How can we see other social identities such as age or class? Has anyone looked at the social construction of masculinity? This course will explore, but not answer completely, all of these questions. We will utilize a wide variety of data including artifacts, architecture, human osteology (the study of human remains), art, ancient texts, ethnohistoric sources and ethnographic analogy. This course is appropriate for any student interested in ancient cultures and/or the social construction of identity.

## **Course Objectives**

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

## **Learning outcomes**

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

1. To evaluate the importance of the study of gender and sexuality in the field of archaeology.
2. To critically assess the effectiveness of studies relating to gender by sharing reflections and interpretations in class discussions and reading response papers.

3. To synthesize and evaluate archaeological work on gender in a particular cultural region or time period in a final paper.

**Course Texts/Readings:**

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

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

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

**Course Requirements:**

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

| <b><u>Assessment</u></b>       | <b><u>Points Possible</u></b> | <b><u>% of Final Grade</u></b> |
|--------------------------------|-------------------------------|--------------------------------|
| Class Participation/Attendance | 150                           | 10%                            |
| Module Assignments             | 150                           | 20%                            |
| Midterm Exam (Online)          | 100                           | 20%                            |
| Article Summaries              | 20                            | 10%                            |
| Class Presentation             | 80                            | 20%                            |
| Final Exam (Online)            | 100                           | 20%                            |
| Total                          | 700                           | 100%                           |

Class participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. We have 10 class meetings, there are 10 possible points for each day, 5 just for showing up and 5 for talking and discussing. I will keep track of those that participated in the discussions. Hint-comments like “I agree” will not get you many points! If you would like to know your participation grades throughout the semester, please contact me. If you do miss a class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence, if it is for an excused absence (i.e., family emergency, illness, etc.) with proof or verification.

Article Summaries: Each of you will be asked to present summaries of articles to the class at least once during the semester. You will critically examine the article and create a handout/summary for the class, along with your critical thoughts (good and/or bad). You will also post several questions for class discussion the night before your summary by 11:59 PM.

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic discussed in class each module will be due on the Monday following the class at 11:59 PM, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. Modules will close on the Mondays before class and will not be reopened under any circumstances (unless there is a software glitch that affects the entire class). Please don't ask me for extensions on modules as the assignments corresponds to the weekly content. I do understand that there may be emergency circumstances that may keep you from completing a module (i.e., death in the family, serious illness, etc.) but be prepared to show proof of such an emergency.

Student Presentations: This assignment will ask you to present a selected topic to the rest of the class. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be about 10-15 minutes and can be a skit, a lecture, a debate, an interactive discussion, or the



format of your choice. These presentations will take place on the last days of class.

Exams: Midterm and Final exams will consist of essay questions based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and complete online.

**Assignment and Exam Schedule:**

| <b>Week/Module</b> | <b>Assignment Points</b> | <b>Closing Date for Module</b>   |
|--------------------|--------------------------|----------------------------------|
| <b>1</b>           | 10                       | Monday, January 15, 11:59 PM     |
| <b>2</b>           | 5                        | Monday, January 22, 11:59 PM     |
| <b>3</b>           | 10                       | Monday, January 29, 11:59 PM     |
| <b>4</b>           | 5                        | Monday, February 5, 11:59 PM     |
| <b>5</b>           | 10                       | Monday, February 12, 11:59 PM    |
| <b>6</b>           | 10                       | Monday, February 19, 11:59 PM    |
| <b>7</b>           | 10                       | Monday, February 26, 11:59 PM    |
| <b>8 (Midterm)</b> | <b>100</b>               | <b>Monday, March 5, 11:59 PM</b> |
| <b>9</b>           | 20                       | Monday, March 12, 11:59 PM       |
| <b>10</b>          | 10                       | Monday, March 19, 11:59 PM       |

|                   |            |                                   |
|-------------------|------------|-----------------------------------|
| 11                | 10         | Monday, March 26, 11:59 PM        |
| 12                | 10         | Monday, April 2, 11:59 PM         |
| 13                | 20         | Monday, April 9 11:59 PM          |
| 14                | 10         | Monday, April 16, 11:59 PM        |
| 15                | 10         | Monday, April 23, 11:59 PM        |
| <b>Final Exam</b> | <b>100</b> | <b>Friday, April 27, 11:59 PM</b> |

## ETHICAL ISSUES

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

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

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

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these

rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

## Copyright

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

## Third-Party Software and FERPA

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

### **\*\*TENTATIVE\*\* Course Schedule**

\*\* Please note, readings listed under "articles for critique" will be read by only one student and presented to the rest of the class. In general we will have 1-3 readings that we will all read for the face-to-face meetings.

#### Week 1-Introduction

##### **January 9**

- Introduction and Orientation

##### **Module 1 (Due January 15)**

- Feminism in Popular Culture

- Sandberg, Sheryl, 2010 (TED video, 15m): [http://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders.html](http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html)
- Slaughter, Ann Marie. 2012. Why Women Still Can't Have it All. *The Atlantic* July/August 2012:85-102.
- Walker, Rebecca. 1992. Becoming the Third Wave. *Ms* January 1992:2-4.
- Film: *I was a Teenage Feminist*
- Activity-Response Paper-Do we need feminism?

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

### **January 16**

- Sex, Gender, Sexuality and Feminism
  - Stockard, Jean, and Miriam M. Johnson. 1992. Biological Influences on Gender. In *Sex and Gender in Society*, 2<sup>nd</sup> Pearson Education, Saddle River.
  - Fausto-Sterling, Ann. 1993. The Five Sexes: Why Male and Female Are Not Enough. *The Sciences* March/April 1993:20-24.
  - Butler, Judith. 1988. Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory. *Theatre Journal*, 40(4):519-531.

### **Module 2 (Due January 22)**

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

## Week 3-Primates

### **January 23**

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

### **Module 3 (Due January 29)**

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

## Week 4-Man the Hunter?

### **January 30**

- Women in Human Evolution
  - Washburn, Sherwood L., and C.S. Lancaster. 1966. The Evolution of Hunting. In *Man the Hunter*, edited by Richard B. Lee and Irvan DeVore, pp. 293-303. Aldine, Chicago.
  - Zihlman, Adrienne. 1998. Woman the Gatherer: The Role of Women in Human Evolution. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 91-106. Routledge, London.
- Articles for critique:
  - Falk, Dean. 1998. Brain Evolution in Females: An Answer to Mr. Lovejoy. In *Reader in Gender in Archaeology*, edited by Kelley Hays-Gilpin and David S. Whitley, pp. 115-138. Routledge, London.

- Brumbach, Hetty Jo, and Robert Jarvenpa. "Woman the hunter: Ethnoarchaeological lessons from Chipewyan life-cycle dynamics." *Women in Prehistory: North America and Mesoamerica*, University of Pennsylvania Press, Philadelphia (1997): 17-32.

#### **Module 4 (Due February 5)**

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

#### Week 5-Upper Paleolithic

#### **February 6**

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

#### **Module 5 (Due February 12)**

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

## Week 6-Division of Labor

### **February 13**

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

### **Module 6 (Due February 19)**

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

## Week 7-Households and Families

### **February 20**

- Gender and Household Archaeology
  - Joyce, chapter 3 (pp. 77-85)
  - Nelson, chapter 6
- Articles for critique:
  - Hendon, Julia. 2007. The Engendered Household. In *Women in Antiquity: Theoretical Approaches to Gender and Archaeology*, edited by Sarah M. Nelson, pp. 141-168. Altamira Press, Lanham.

- Tringham, Ruth 1991. Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains in *Engendering Archaeology: Women and Prehistory*. Blackwell Oxford.

### **Module 7 (Due February 26)**

- Wilkie, L. A. 1998: The Other Gender: The Archaeology of an Early 20th Century Fraternity, *Proceedings of the Society for California Archaeology* 11, pp. 7-11.
- Activity-Gendered Households on Campus-Fraternities and Sororities-Field Trip and Write-Up

### Week 8-Craft production

#### **February 27**

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

### **Module 8-Midterm Exam (Due March 5)**



## Week 9-Authority and Power

### **March 6**

- Gender, Authority, and Power
  - Joyce, chapter 3 (pp. 67-77)
  - Nelson, chapter 7
- Articles for critique:
  - Ardren, Traci. 2002. Death Becomes Her: Images of Female Power from Yaxuna Burials. In *Ancient Maya Women*, edited by Traci Ardren, pp. 68-88. AltaMira Press, Walnut Creek.
  - Hewitt, Erika 1999. What's in a Name?: Gender, Power and Classic Maya Women Rulers. *Ancient Mesoamerica* 10:251-262.

### **Module 9 (Due March 19)**

- Marcus, Joyce. 2001. Breaking the Glass Ceiling: The Strategies of Royal Women in Ancient States. In *Gender in Pre-Hispanic America*, edited by Cecelia Klein, pp. 305-340. Dumbarton Oaks Library and Research Collection, Washington, D.C.
- Activity-Discussion-Political Power of Men and Women Now and in the Past.

## **Week 10-NO CLASS SPRING BREAK**

## Week 11-Gender Ideology

### **March 20**

- Gender Ideology
  - Nelson, chapter 8
- Articles for critique:
  - McCafferty, Geoffrey G., and Susan D. McCafferty. 1999. The Metamorphosis of Xochiquetzal: A Window on Womanhood in Pre- and Post-Conquest Mexico. In *Manifesting Power: Gender and the Interpretation of Power in Archaeology*, edited by T. L. Sweely, pp. 103-125. Routledge, London.
  - Pollock, Susan, and Richard Bernbeck. 2000. And They Said, Let Us Make Gods in Our Image: Gendered Ideologies in Ancient Mesopotamia. In *Reading the Body: Representations and Remains in the Archaeological*

*Record*, edited by Alison E. Rautman, pp. 150-164. University of Pennsylvania Press, Philadelphia.

- Brumfiel, Elizabeth. 1996. Figurines and the Aztec State: Testing the Effectiveness of Ideological Domination. In *Gender and Archaeology*, edited by Rita Wright, pp. 143-166.

### **Module 10 (Due March 26)**

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

### Week 12-Children

#### **March 27**

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

### **Module 11 (Due April 2)**

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

### Week 13-Multiple Genders

#### **April 3**

- Moving beyond Two-Sex/Two-Gender Systems
  - Joyce, chapter 2 (pp. 57-66)
  - Midnight Sun 1988: "Sex/gender systems in Native North America" Pp. 32-47 in *Living the Spirit*, W. Roscoe ed. New York: St Martin's Press.

- Articles for critique:
  - Prine, E. 2000: Searching for third genders: towards a prehistory of domestic space in Middle Missouri villages, in *Archaeologies of Sexuality*, pp. 197-219.
- Hollimon, Sandra. 2007. The Archaeology of Non-Binary Genders in Native North America. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 435-450. Altamira, Walnut Creek.

## **Module 12 (Due April 9)**

- Library Research Day for Presentations
- Activity-Obojobo Quiz on Information Literacy

## Week 14-Masculinity

### **April 10**

- Making Masculinity
  - Alberti, Benjamin. 2006. Archaeology, Men, and Masculinities. In *Handbook of Gender in Archaeology*, edited by Sarah M. Nelson, pp. 401-434. Altamira, Walnut Creek.
  - Joyce Chapter 4, pp. 86-106
- Articles for critique:
  - Winter, Irene J. 1993. Sex, Rhetoric, and the Public Monument: The Alluring Body of Narim Sin. In *Sexuality in Ancient Art*, edited by N. B. Kampen, pp. 11-26. Cambridge University Press, Cambridge.
  - Joyce, Rosemary, 2000. A Precolumbian Gaze: Male Sexuality among the Ancient Maya. In *Archaeologies of Sexuality*, edited by Barbara Voss and Robert Schmidt, pp. 263-283. Routledge, London.

## **Module 13 (Due April 16)**

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

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

**April 17**

- **Student Presentations**

### **Module 14 (Due April 22)**

- Women and Men in Archaeology: Then and Now
  - Joyce, chapter 5
  - Nelson, chapters 2 and 10
- Articles for critique:
  - Anonymous. 1994[1971]. The Female Anthropologist's Guide to Academic Pitfalls. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 5-6. Archeological Papers of the American Anthropological Association Number 5. Wiley-Blackwell, Arlington.
  - Gero, Joan. 1994. Excavation Bias and the Woman-at-Home Ideology. In *Equity Issues for Women in Archeology*, edited by Sarah M. Nelson, Margaret C. Nelson, and Alison Wylie, pp. 37-42. Archeological Papers of the American Anthropological Association Number 5. Wiley-Blackwell, Arlington.
- Activity-Revisit and revise (if needed) your response from Module 1

## Week 16-Conclusions and Presentations

**April 23**

- **Student Presentations**

**FINAL EXAM- Friday, April 27 due online at 11:59 PM**



# Archaeological Sciences

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

## **ANT4183 (0001) Archaeological Sciences Syllabus**

Spring/2018 • 3 credit hours

Tuesdays and Thursdays 3:00-4:15pm • HPA 112

### **Professor Contact**

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

### **Graduate Teaching Assistant (GTA) Contact**

GTA: Samuel Martin  
Office Hours: TBA  
Contact: Discussions or Inbox

### **University Course Catalogue Description**

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes.

### **Course Description**

This is an interdisciplinary course that discusses a variety of topics relevant to law enforcement and Forensic Archaeology. This course will use examples from a number of disciplines such as Criminal Justice, Forensic Science, Forensic Anthropology, and Archaeology. Examples presented in this course will be of particular interest to students who, in the future, may work with materials recovered from forensic or field archaeology contexts. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Archaeologists extensively 'borrow' methods used in the natural sciences when working with material remains. Throughout the course we will evaluate the many ways that archaeological science contributes to our knowledge about forensic, historic, and ancient material remains. First, we will discuss the latest techniques and instrumentation used to locate sites, identify areas for excavation and methods of recovery. We will then look at the burial environment and the changes that take place in organic and inorganic materials over time. The remainder of the course will emphasize the instrumentation and analytical techniques needed to extract information embedded in archaeological and forensic evidence.

We will explore these various topics through assigned readings as well as through lectures and films. You will be assessed through Case Study responses and exams. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

## Learning Objectives

The objectives of this course are to:

- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Discuss basic field methods for locating and identifying sites for excavation and recovery.
- Understand methods and instrumentation routinely used in archaeological prospection and kinds of materials that may be located
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

## Required Texts

There are no required texts for this course. I will provide you weekly readings electronically on Webcourses. Woo!

## 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% or below |
|    |         | B- | 80-83% |    |        |   |              |

## Important Things About Your Grade!

This course is a requirement for 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

**Case Study Responses (10)**                      40% (10 points each)                      Responses to case studies in forensic archaeology and archaeological sciences

**Exams (3)**                                      60% (100 points each)                      True/False, multiple choice, short answer

**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 regular attendance is highly recommended. Also, I have some really cool guest speakers lined up so you won't want to miss those!

**Case Study Responses:** I will post a number of articles for you to read and I will provide you with questions that you will answer. Although there will be a number of readings, you are only required to turn in **10** of these. You may choose any **10** you like, but you must turn in each online by their respective due dates. All reading responses will be run through TurnItIn.com, so make sure you turn in your own work in your own words. No late work will be accepted. Case study responses are worth 40% of your final grade.

**Exams:** There are **3** exams in this course. Exams are written in class and are made up of true/false, multiple choice, short answer and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Exams are worth 60% of your final grade! **The final exam is scheduled by UCF and is on THURSDAY APRIL 26 from 1:00-3:50pm! The final is not cumulative.**

## Important Information

**Important Things:** First and foremost, read the 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, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT 4183** or **Arch Sciences** 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: **Jan 12**; Drop/swap deadline: **Jan 15**; Add deadline: **Jan 16**; Spring Break: **Mar 9-14**; Withdrawal deadline: **Mar 24**; Classes end: **Apr 27**. Check out [UCF's Academic Calendar](#) for other important dates.

**Really Important 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 JANUARY 12**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that. These quiz points will be added to your Exam points, so you might as well take the free points.

This course will be 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.

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

- Check Webcourses regularly and keep up with the course materials
- Attend class regularly
- Complete all readings, assignments, and exams by their due dates
- Attend class regularly

## 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 attend regularly, keep up with assigned readings, and make every effort to complete assignments on time and in a professional manner.

**Academic honesty:** Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" 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, so do not ask.\***

**Respect for diversity:** 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 discussed in class.

## Student Accessibility Services

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

## Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally, readings, 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 Canvas. Due dates and required readings can be found in the table below.

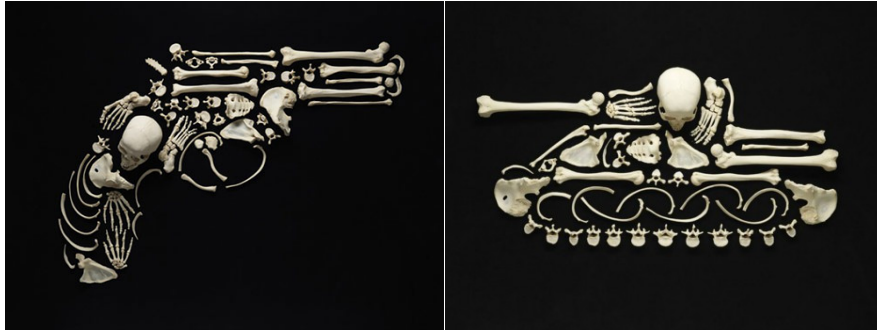
| Module          | Topic and Readings                                                                                                                                                                                                                                                                                                                                                                                                | Due Dates                      |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Module 1</b> | <b>Crime Scenes and Forensic Archaeology</b><br>Read: <ul style="list-style-type: none"> <li>• An Introduction to Archaeology for Forensic Scientists. M. Connor</li> <li>• Introduction to Forensic Archaeology. Dupras et al.</li> <li>• Crime Scene Investigation, Archaeology and Taphonomy: Reconstructing Activities at Crime Scenes. Groen and Berger</li> </ul>                                           | <b>Case Study 1 due JAN 19</b> |
| <b>Module 2</b> | <b>Understanding the Forensic Context and Applying Archaeological Methods</b><br>Read: <ul style="list-style-type: none"> <li>• Applying Archaeological Methods in a Forensic Context. Dupras et al.</li> <li>• The Expert Witness and the Court of Law. M. Henneberg</li> <li>• The Contributions of Archaeology and Physical Anthropology to the John McRae Case: a trial and a retrial. Saur et al.</li> </ul> | <b>Case Study 2 due JAN 26</b> |
| <b>Module 3</b> | <b>Search Methods for Locating Human Remains</b><br>Read: <ul style="list-style-type: none"> <li>• Locating Buried Remains. M Connor</li> <li>• Search Techniques for Locating Human Remains. Dupras et al.</li> </ul>                                                                                                                                                                                            | <b>Case Study 3 due Feb 2</b>  |
| <b>Module 4</b> | <b>Methods of Geophysical Survey and Mapping</b><br>Read: <ul style="list-style-type: none"> <li>• Methods of Geophysical Survey. Dupras et al.</li> <li>• Survey and Mapping Methods. Dupras et al.</li> </ul>                                                                                                                                                                                                   | <b>Case Study #4 due FEB 9</b> |
|                 | <b>Exam #1 Written in Class THURSDAY FEB 15</b>                                                                                                                                                                                                                                                                                                                                                                   |                                |
| <b>Module 5</b> | <b>Excavation and Recovery</b><br>Read: <ul style="list-style-type: none"> <li>• Excavating Human Remains. M. Connor</li> <li>• How to Do Forensic Archaeology under the Auspices</li> </ul>                                                                                                                                                                                                                      | <b>Case Study 5 due FEB 23</b> |



|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                  | of the United Nations and Other Large Organizations.<br>Wright and Hanson                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |
| <b>Module 6</b>  | <b>Forensic Entomology and Botany</b><br>Read: <ul style="list-style-type: none"> <li>Collecting Botanical and Entomological Evidence. Dupras et al.</li> <li>Taphonomy and Time: Estimating the Postmortem Interval. Love and Marks</li> </ul>                                                                                                                                                                                                                                                                                  | <b>Case Study 6 due MAR 2</b>   |
| <b>Module 7</b>  | <b>Burial Environment and Taphonomy</b><br>Read: <ul style="list-style-type: none"> <li>Postmortem Changes to Bone. S. Byers</li> <li>Taphonomic Changes to Blunt Force Trauma: A Preliminary Study. Clace et al.</li> <li>History and Development of the First Anthropology Research Facility, Knoxville Tennessee. Vidoli et al.</li> </ul>                                                                                                                                                                                    | <b>Case Study 7 due MAR 9</b>   |
| <b>Module 8</b>  | <b>Interpreting the Body Post-Recovery: Methods</b><br>Read: <ul style="list-style-type: none"> <li>Introducing Forensic Anthropology. D. Steadman</li> <li>Multidisciplinary Approach to Human Identification in Homicide Investigation. Ubelaker et al.</li> </ul>                                                                                                                                                                                                                                                             | <b>Case Study 8 due MAR 30</b>  |
|                  | <b>Exam 2 Written in Class THURSDAY MAR 22</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |
| <b>Module 9</b>  | <b>Mass Disaster and DMORT</b><br>Read: <ul style="list-style-type: none"> <li>The Role of the Anthropologist in Disaster Victim Identification: The Bali Incidents of 2002 and 2004. Briggs and Buck</li> <li>Disaster Anthropology: The 2004 Asian Tsunami. S. Black</li> <li>Forensic Anthropology in Disaster Response. P. Sledzik</li> </ul>                                                                                                                                                                                | <b>Case Study 9 due APR 6</b>   |
| <b>Module 10</b> | <b>Forensic Archaeology, Human Rights and Mass Graves</b><br>Read: <ul style="list-style-type: none"> <li>Grave Challenges in Iraq. Congram and Sterenberg</li> <li>Dealing with the Remains of Conflict: An International Response to Crimes Against Humanity, Forensic Recovery, Identification, and Repatriation in the Former Yugoslavia. Sterenberg</li> <li>Blunt Force Cranial Trauma in the Cambodian Killing Fields. Ta'ala et al.</li> <li>The Heroic and the Hidden Dead: Zimbabwe and Exhumations. Eppel.</li> </ul> | <b>Case Study 10 due APR 13</b> |
| <b>Module 11</b> | <b>Guest Lecture</b><br>Read: <ul style="list-style-type: none"> <li>TBA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Case Study 11 due APR 20</b> |
| <b>Module 12</b> | <b>Case Study in Forensic Archaeology</b><br>Read: <ul style="list-style-type: none"> <li>TBA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Case Study 12 due APR 27</b> |

|                    |                                                          |  |
|--------------------|----------------------------------------------------------|--|
| <b>Finals Week</b> | <b>Exam 3 Written in Class THURSDAY APR 26 1-3:50pm!</b> |  |
|--------------------|----------------------------------------------------------|--|

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



(Photo source: francoisrobertphotography.com)

Pain and Suffering

## The Anthropology of Violence and Social Conflict

Special Topics Course ANT4406-0M01

**Time:** Monday/Wednesday. 1:30 to 2:20pm

**Instructor:** Dr. J. Marla Toyne

**Office:** HPH 409R    **Phone:** 407 823 1927

**Office Hours:** Friday 1:00-3:00pm

**LAB MSB149 Hours:** Wednesday 3:00-5:00pm

**Email:** [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu)

Or Email for appointment

**Place:** NSC 108

**Credit Hours:** 3 credits

**Mode:** Mixed Mode

### Course Overview:

What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call “primitive”, then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

### Course Objectives:

The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment/execution, ritual violence, suicide, structural violence, and warfare.

- **Develop an understanding of the phenomenon of violence**
- **Explore the manifestations of violence in human societies**
- **Evaluate various theories of violence**
- **Use cross-cultural comparison to identify the impact of violence on human societies (past and present)**
- **Prepare and discuss different individual cases studies of violence**
- **Synthesize research on violence in a different cultural contexts**
- **Place a full ethnography with in the broader context of social violence**

### **Prerequisites:**

There are none. Ideally ANT2511 or ANT2410.

### **Course Requirements:**

This course will include lectures, films, online pages, and readings that explore diverse aspects of violent behaviors. The course will include a major writing assignment as well as weekly discussions. Weekly quizzes will enhance student preparation and each student will have the present an article to the class for discussion.

### **Topics covered on a weekly basis will include:**

- *Types of Violent Behaviors* (definitions)
- *Scales of Violent Behaviors* (personal, interpersonal, group, national)
- *Theories of Violence* (Physical, Structural, Material, Civilized, Social)
- *Evolution of Violence* (evidence of early aggressive behaviors in our hominid ancestors)
- *Non-Human Primate Violence* (evolutionary significance of intraspecies aggression)
- *Non-State Level Violence*
- *State Level Violence* (political violence, war, genocide)
- *Socially Sanctioned Violence* (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- *Victims of Violence* (women, children, minorities, elderly, ethnicities)
- *World History of Violence*
- *Violence in Popular Culture and Media* (television, films, video games, literature, fine arts, graphic novels)
- *Role of Forensic Investigations in Identifying Violence as Crimes against Humanity*
- *Cases of Violent Behaviors* (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

### **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.

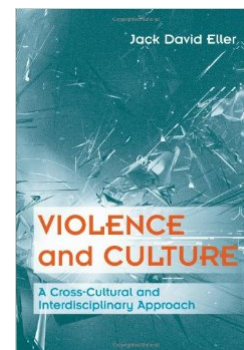
If you have any questions about the course, communication is key.

### **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 will not 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:

**Eller, Jack David. (2006) *Violence and Culture: Across-Cultural and Interdisciplinary Approach*. Wadsworth: Belmont, California.**



Required to PICK ONE of the following Ethnographies:

1. McGillivray, A., and Comaskey, B. (1999) *Black Eyes All of the Time: Intimate Violence, Aboriginal Women and the Justice System*. University of Toronto Press: Toronto.
2. Rosen, D. M. (2005) *Armies of the Young: Child Soldiers in War and Terrorism*, Rutgers University Press, Piscataway, NJ. (ebook)
3. Whitehead, N. L. (2002) *Dark Shamans : Kanaimà and the Poetics of Violent Death*, Duke University Press, Durham. (ebook)
4. Bourgois, P. (2003) *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, Cambridge.

These are available in the bookstore once you have selected the title but they are also on Course Reserve in the Library for limited check out.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically 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.

### Recommended:

Scheper-Hughes N, and Bourgois P, eds. (2003) *Violence in War and Peace: An Anthology*. Wiley-Blackwell Publishers: New York. (Selected Readings as SH & B: chapter)

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

|           |           |                |           |
|-----------|-----------|----------------|-----------|
| A 95-100% | B+ 87-89% | C+ 77-79%      | D+ 65-69% |
| A- 90-94% | B 84-86%  | C 74-76%       | D 60-64%  |
| B- 80-83% | C- 70-73% | F 59% or below |           |

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

## Evaluation:

|                                                | Points     |
|------------------------------------------------|------------|
| Quizzes (based on weekly readings, x10 online) | 100        |
| Weekly Discussions (x10 online)                | 100        |
| Article Presentation                           | 100        |
| Ethnography Discussions (x3)                   | 100        |
| Ethnography Paper Outline/Bibliography         | 50         |
| Ethnography Final Paper                        | 150        |
| Participation                                  | 50         |
| <b>TOTAL:</b>                                  | <b>500</b> |

## 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.

## 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.

## 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. 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.

## 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 – weekly readings:** These 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.

**Discussions – weekly topics:** These 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.

**Ethnography Assignment:** Further instructions will be detailed on Webcourses for each component of this written assignment (which includes discussion – like book club).

1. Ethnography selection (Module 1)
2. Ethnography Chapter Summary Discussions (DUE Module 3, Module 6 and Module 10)
3. Final Research/Ethnography Paper (Outline Due Module 9, FINAL Module 14)

Further information on each assignment will be provided in class and online.

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 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>.

**Article Reviews and Presentations** (In Class Module 11 and 12) Each student will select a new article from a list provided and prepare an in class presentation and summary sheet.

**There will be no Exams:** Unfortunately, I will not be using exams in class, but will focus on IN-CLASS and ONLINE discussions so therefore weekly written reading comprehension quizzes and topical discussions will be the most effective means of facilitating participation.

**Late Penalties:** Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. Late assignments will be subject to a Late penalties of 5% per calendar day, including: non-class days, holidays and weekends.

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (<http://catalog.ucf.edu/policies/academic-regulations>) for further details. Or, students should consult the Academic Counseling Office in their "home" Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

**Missed exams/assignments:** There are **no make-ups for online quizzes, discussions, or assignments.** The deadlines are provided and accessible with anticipation. No late assignments will be accepted or makeup quizzes, EXCEPT in the most unforeseen emergency circumstances for which valid documentation can be provided (such as traffic ticket, police report, obituary, or doctor's note). You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.

**Grades of "Incomplete":** 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.

## TECHNOLOGY AND MEDIA

**On-line Course Materials:** This is designated a mixed mode (1/2 F2F and 1/2 online course) and we will rely on Webcourses for communication and additional materials and deadlines. Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in class, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions.

**Use of Email:** Please be considerate and try to minimize the use of email. I can better address questions about course material and assignments in class or during my office hours or lab hours. Email is NOT a substitute for my office hours. I will NOT engage in lengthy discussion about course material or assignments over email. Check Webcourses for common questions asked and their answers.

If you choose to email me at [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu) (instead of through Webcourses), you must use your [knight@ucf.edu](mailto:knight@ucf.edu) account. If you send an email, include ANT 4406 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response the same day of the email or early the following morning. I may only check email once



during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

**I “Control Alt Deleted” my homework:** There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

### General Information:

- 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. 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.

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

## ACADEMIC RESPONSIBILITY AND EXPECTATIONS

Academic conduct: Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University.

### Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be

preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>. The UCF Rules of Conduct apply to all UCF students - <http://osc.sdes.ucf.edu/process/roc>.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Academic dishonesty or **plagiarism** is a serious academic offense and will result in a grade of zero (F) on the assignment or course. It may result in dismissal from the college. The UCF definition of Plagiarism is available here (<https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php>) and YOU are responsible for understanding it.

### Special Needs

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 (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; [sds@ucf.edu](mailto:sds@ucf.edu)) to talk about academic accommodations.

### ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. At this point, I will work with you as best I can to accommodate your documented disability.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

### 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 announcements. 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.

**Dates to remember:** The SPRING Academic calendar can be found online at:  
<http://calendar.ucf.edu/2018/spring>

Late registration, Add/Drop: January 8-12th, 2018

Withdrawal deadline for this course: March 21<sup>st</sup>, 2018

## Class Weekly SCHEDULE:

### Concept of Violence

- Module 0 Introduction to Anthropology of Violence**  
Eller: Chapter 1  
Sh & B Ch1  
Riches (1986)
- Module 1 Theories of Violence (and Peace)**  
Eller (2006) Chapter 2
- Module 2 Violence in Popular Culture and Media (TV, films, video games, literature, fine arts, graphic novels)**  
Young (2010) Chapter 1, 3
- Module 3 Human Capacity for Violence**  
Eller: Chapter 3  
SH & B: Chapter 7-12, 16, 18  
Van de Berghe (1974)
- Module 4 Non-human Violence (significance of patterns of intraspecies aggression)**  
Crofoot and WRangham(2009)  
Van der Berghe (1974)  
Wrangham et al. (2006)
- Module 5 Evolution of Violence (evidence of early aggressive behaviors in our hominid ancestors)**  
Eller: Chapter 4  
Keeley (1996) Chapters 1 and 9
- Module 6 Socially Sanctioned Violence (Legal punishment, ritual, combat sports, self-defence)**  
Eller: Chapter 6 and 7  
SH & B: Chapters 46-49  
Smith (2000)
- Module 7 State Level Violence**  
Eller: Chapter 8 and 9  
SH & B: Chapter 19-26
- Module 8 Victims of Violence (women, children, minorities, elderly, ethnicities)**  
Eller: Chapter 5  
SH & B: Chapters 40-45  
Film: *When Women Kill*
- Module 9 SPRING BREAK**
- Module 10 Structural and Symbolic Violence**  
Farmer (2004)  
Sh & B 32, 33
- Module 11 Case Studies (Torture, Initiations, Suicide, Abortion)**
- Module 12 Case Studies (Sacrifice, Cannibalism, Serial Killers)**
- Module 13 Role of Forensic Investigations as Crimes against Humanity**  
Komar (2005)  
TBA reading  
Film: *Following Antigone*
- Module 14 Peaceful Societies and Conflict Resolution**  
Fry (2007) Chapter 1-6



Welcome to:

# Culture, Disease & Healing

ANT 4408M – Spring 2018

Mondays: 12:30 – 1:20 pm,

Wednesdays: 12:30 – 1:20 pm, &

Online Component: to be completed  
between Thur. and Sun. (unless stated otherwise)

Location: PSY Building, Room 105

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**Professor: Joanna Mishtal, Ph.D.**

**Office Hrs:** Mon & Wed 4 - 5 pm, and by appointment, Howard Phillips Hall 409Q

**E-mail:** [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) (preferred contact method) Phone: (407) 823-3797

**Graduate Teaching Assistant: Mikaela Mendoza-Cardenal, MA Student**

**Office Hrs & Place:** Mon & Wed 10 – 11 am, Howard Phillips Hall 309

**E-mail:** [mikaelamendoza@knights.ucf.edu](mailto:mikaelamendoza@knights.ucf.edu)

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## Course Description and Objectives:

This course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using engaging contemporary ethnographies, the course explores cultural notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, and emerging global health concerns. Specifically, the course will include topics of reproduction and sexuality, HIV/AIDS, illegal organ trade, in vitro fertilization, refugee health, mental health, and the questions of stigma, marginality, and citizenship as they relate to health and illness. We will use examples, from the US, Russia, Ireland, Haiti, South Africa, Poland, Egypt, and other locations.

## Class Objectives:

- 1.) To become familiar with the ways in which health and illness are understood and experienced in various cultural contexts
- 2.) To understand key theoretical paradigms and concepts in medical anthropology
- 3.) To develop an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

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## Course Materials:

**1. Required Books:** (inexpensive used copies are sold online; also available on 2-hr library reserve)

- Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus & Giroux. ISBN-10: 0374525641
- Scheper-Hughes, Nancy. 2001. *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland*. Berkeley: University of California Press. ISBN-10: 0520224809

- Rivkin-Fish, Michele. 2005. *Women's Health in Post-Soviet Russia: The Politics of Intervention*. Indiana University Press. ISBN: 0253217679

## 2. Articles:

Several articles are also required and are available to students electronically on the Canvas (formerly Webcourses) website for our course. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Students are required to download all available texts for this course as soon as possible.

## 3. Required Films:

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

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## Expectations:

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

Students are expected to attend lectures and films, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings and assignments seriously, you should do very well in this class. If you have to miss a class please ask to borrow a fellow student's notes because lectures normally add to, or expand on the reading for that day.

**Academic Integrity:** I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. In the case of cheating or plagiarism there will be a zero given for the course. The *Turnitin* plagiarism checker will be used.

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

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

## Attendance, Computer Use, and Phone Use During Class:

Attendance is taken during each class. It's the student's responsibility to ensure that s/he signs the sheet; if the sheet didn't make it to your seat somehow, please come up to the GTA after class to sign it. Students that leave class early without letting one of us know the reason before the class can be marked as absent for the entire class.

I have no problem with students using computers during class if it is for note-taking purposes only. But during films/videos, students are required to close their computers. Using computers for Facebook or other purposes unrelated to the class, as well as texting during class will be noted in the grade roster. These notes will be used as a negative when calculating the final grade. For example, a student with an excellent attendance who is texting in class will not be pulled up to the next grade if s/he is on a cusp at the final grade calculation.

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**Students with Disabilities:** to receive accommodations students must first register with Student Accessibility Services, Ferrell Commons, Room 185, phone (407) 823-2371. For further information, please see: <http://sas.sdes.ucf.edu/>, or email [sas@mail.ucf.edu](mailto:sas@mail.ucf.edu).

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

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## Examinations and Grading Policy:

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

### **Descriptions of Exams, Quizzes, and Online Work:**

#### **1. Exam I (40 points)**

The exam consists of up to 40 questions (multiple choice, true/false). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

#### **2. Exam II (40 points)**

The second exam will consist of up to 40 questions (multiple choice, true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam. Do not plan to leave town before this examination – students cannot pass this class if they miss Exam II.

#### **3. 10 out of 12 Quizzes (60 points; 6 points each)**

Twelve quizzes will be given for 6 points each, and 2 lowest scores will be dropped. The quizzes will be based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 10 minutes or less at the start of the class. There will be no make-ups for the quizzes because 2 scores are dropped. The dropping of 2 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz.

#### **4. Online Component – Research Paper (60 points)**

I hope these research papers will be fun for you! The papers should be 1600-2000 words in length, plus bibliography. Papers will be based on a close reading of 3 full-length articles that go together (or 1 ethnography instead) that you select from specific journals and relevant articles/books from class material; total 6 references for close reading (some additional references may be used with Professor's or GTA's approval). In-depth analysis of fewer references is better than superficial review of many references! Online Assignments are designed as a step-by-step process to develop and write a great research paper. Topic: choose any topic relevant to health and culture. For example, you can examine how ideas about health or the body manifest themselves in culturally-specific ways, or you can select a specific disease as a lens through which to analyze cultural meanings of health and experiences of being sick. A list of topic ideas will be provided to help you think about possibilities, and you'll also be taught how to search for ideas in key journals during our Research Paper Workshop in week 3. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. The 3 full-length articles must come only from these 7 journals: *Medical Anthropology Quarterly*; *Anthropology & Medicine*; *Culture, Medicine and Psychiatry*; *Medical Anthropology*; *Culture, Health, & Sexuality*, *Human Organization*, and *Social Science & Medicine*.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, assignments submitted late will be graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test left the room, the test is "DEAD" and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.
- **NO Make-Up Exams will be given.** If a student misses an exam, a zero will be given for that test.





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**WEEK 2: *Week's Topics:* “Collisions” with the health care system in North America: The Case of the Hmong in California.**

**Mon, 1/15:** NO CLASS (Martin Luther King Jr. Holiday)

**Wed, 1/17:** Lia's treatment

**Read for Wed:**

Book: *The Spirit Catches You and You Fall Down*. Read pages 38-77.

**→ Quiz 1**

**Online Component:**

→ Assignment # 2: Instructions on Canvas

(\***Submit:** preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topic ideas listed on the Assignment)

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**WEEK 3: *Week's Topics:* “Collisions” with the health care system in North American: The Case of the Hmong in California & Preparation for Research Papers**

**Mon, 1/22:** What could have been done to save Lia?

**Read for Mon:**

Book: *The Spirit Catches You and You Fall Down*. Read pages 225-288.

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

**Wed, 1/24:**

**1<sup>st</sup> ½ of class:** China – example of non-biomedical approaches to health.

**2<sup>nd</sup> ½ of class:** Research Paper Workshop.

**Read for Wed:** None.

Please bring questions about your research papers to class. Laptops can also be useful to follow along, but not necessary.

**Online Component:**

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

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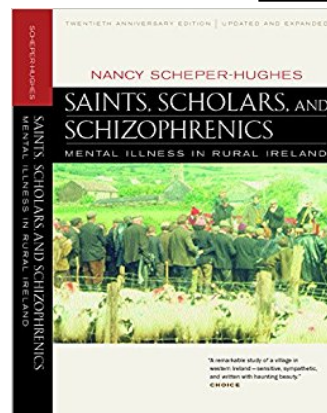
**WEEK 4: *Week's Topic:* Ireland & mental health.**

**Mon, 1/29: *New Section:* Ireland - mental health and sexuality.**

**Read for Mon:**

Book: *Saints, Scholars, and Schizophrenics*.  
Read pages xiii-75.

**→ Quiz 2**



Wed, 1/31: Mental health and sexuality.

**Read for Wed:**

Book: *Saints, Scholars, and Schizophrenics*. Read pages 76-170.

→ Quiz 3

**Online Component:**

→ Assignment # 4: Instructions on Canvas

(\***Submit**: list of proposed articles; then wait for approval/feedback)

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**WEEK 5: *Week's Topics*: Ireland: mental health, unwanted celibacy, and guilt.**

Mon, 2/5: Brothers, sisters and lovers

**Read for Mon:**

Book: *Saints, Scholars, and Schizophrenics*. Read pages 173-221.

→ Quiz 4

Wed, 2/7 The idea of “sex roles” and destinies.

**Read for Wed:**

Book: *Saints, Scholars, and Schizophrenics*. Read pages 222-328.

**Online Component:**

→ Assignment # 5: Instructions on Canvas

(\***Submit**: revised list of articles & wait for approval; or start reading and annotating)

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**WEEK 6: *Week's Topic*: Declining fertility & Assisted Reproductive Technologies.**

Mon, 2/12: *New Section*: Declining fertility around the globe.

**Read for Mon:** none

Wed, 2/14: Declining fertility in Poland

**Read for Wed:**

“‘Irrational’ Non-reproduction? The ‘dying nation’ and the postsocialist logics of declining motherhood in Poland.” *Anthropology & Medicine*, 19(2):153-169. 2012 by J. Mishtal

→ Quiz 5

**Online Component:**

→ Assignment # 6: Instructions on Canvas

(read and annotate)

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**WEEK 7: *Week's Topic*: High tech baby-making: infertility and assisted reproductive technologies.**

Mon, 2/19: Men and infertility in Egypt and Lebanon.

**Read for Tue:**

→ Quiz 6

“Middle Eastern Masculinities in the age of New Reproductive Technologies: male infertility and stigma in Egypt and Lebanon.” *Medical Anthropology Quarterly* 18(2):162-182. 2004. By Marcia Inhorn

**Wed, 2/21:** Infertility in Israel – Jewish religion and high tech medicine.

**Read for Thur:**

“Rabbis and reproduction: The uses of new reproductive technologies among ultraorthodox Jews in Israel.” 2002. By Susan M. Kahn IN: *Infertility around the Globe*. Eds: Inhorn and van Balen. University of California Press. P. 283-297.

**Online Component:**

→ [Assignment # 7](#): Instructions on Canvas

(\***Submit**: annotated bibliography)

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**WEEK 8:**

**Mon, 2/26: Review for Exam I**

**Wed, 2/28: EXAM I**

**Online Component:**

→ [Assignment # 8](#): Instructions on Canvas

(\***Submit**: create outline of your research paper – about 1-2 pp)

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**WEEK 9: *Week's Topic*: New section: **Body politics – Eastern Europe and Russia.****

**Mon, 3/5:**

**1<sup>st</sup> half of class:** Second Research Paper Workshop

**2<sup>nd</sup> half of class:** *New Section: Eastern Europe and Russia – What was communism and what came next?*

**Read for Mon:** none

**Wed, 3/7:** Reproduction – policies, rights, health: The case of Poland.

**Read for Wed:**

“‘Matters of ‘Conscience’: The Politics of Reproductive Healthcare in Poland.” 2009. *Medical Anthropology Quarterly*, 23(2):161-183. By J. Mishtal

→ **Quiz 7**

**Online Component:**

→ [Assignment # 10](#): Instructions on Canvas

(Proceed with writing)

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**WEEK 10:**

**3/12 – 3/16 – SPRING BREAK**

→ [Assignment # 9](#): NO assignment – spring break

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**WEEK 11: *Week's Topic:* Body politics, cont.**

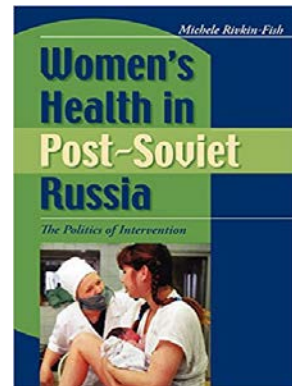
**Mon, 3/19 Russia:** What is “moral correction”?

**Read for Mon:**

Book: *Women's Health in Post-Soviet Russia*.

Read pages 1-65.

→ Quiz 8



**Wed, 3/21 Russia:** Sex Education

**Please read for Wed:**

Sex education and the idea of “discipline” - *Women's Health in Post-Soviet Russia*.

Read pages 66-119.

**Online Component:**

→ [Assignment # 11](#): Instructions on Canvas

(Proceed with writing)

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**WEEK 12: *Week's Topic:* The case of Russia, cont.**

**Mon, 3/26:** Russia: “Taking responsibility”

**Read for Mon:**

Book: *Women's Health in Post-Soviet Russia*. Pages 123-178.

**Wed, 3/28:** Russia: “Privatizing strategies” – chocolates, vodka, and other strategies

**Read for Wed:**

Book: *Women's Health in Post-Soviet Russia*. Pages 179-222.

→ Quiz 9

**Online Component :**

→ [Assignment # 12](#) : Instructions on Canvas

(Proceed with writing)

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**WEEK 13: *Week's Topic:* Anthropology of Substance/Drug Use & Abuse**

**Mon, 4/2: Alcohol Use & Abuse**

**Read for Mon:**

“Why Does Juan García Have a Drinking Problem? The Perspective of Critical Medical Anthropology.” 1992. *Medical Anthropology*, 14(1):77-108. By Singer, Merrill et al.

→ Quiz 10

**Wed, 4/4: NO Face-to-Face CLASS: Society for Applied Anthropology Annual Conference.**

Please work on your Research Papers.

**Online Component:**

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

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**WEEK 14: *Week's Topic: HIV/AIDS, social suffering, and survival sex.***

**Mon, 4/9: HIV infections – risk group or risk behavior?**

**Read for Mon:**

“Risky business: The cultural construction of AIDS risk groups.” 1994. *Social Science & Medicine*, 38(10):1337-1346. By Schiller, Nina Glick et al.

**Wed, 4/11: Survival Sex & HIV:**

“‘She drank his money’: Survival sex and the problem of violence in taverns in Gauteng Province, South Africa.” 2002. *Medical Anthropology Quarterly* 16(3):267-93. By Wojcicki, Janet Maia

→ **Quiz 11**

**Online Component:**

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

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**WEEK 15: *Week's Topic: Haiti: HIV/AIDS and the work of Paul Farmer.***

**Mon, 4/16: What is structural violence?**

→ **Quiz 12**

**Read for Tue:**

“On suffering and structural violence: Social and economic rights in the global era.” 2003. *In Pathologies of Power: Health, Human Rights, and the New War on the Poor.* By Paul Farmer. University of California Press. Pp. 29-50.

**Wed, 4/18: Review for Exam II.**

→ **RESEARCH PAPERS DUE by midnight 4/25 via Canvas (can submit early)**

**Online Component:**

→ Assignment # 15: Instructions on Canvas  
(Finish editing. Try to bring your papers to the UCF Writing Center for review)

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**WEEK 16: EXAM II**

**Mon, 4/23: Exam II (in last class), 12:30-1:20 pm in PSY 105**

~~~~~ Have a Great Summer! ~~~~~





# Nutritional Anthropology

ANT 4467(W) ■ Spring 2018

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

## Course Information

|                       |   |
|-----------------------|---|
| <b>Course name:</b>   | Nutritional Anthropology                  |
| <b>Course ID:</b>     | ANT 4467 (0W59)                           |
| <b>Credit hours:</b>  | 3.0 hours                                 |
| <b>Semester/year:</b> | Spring 2018                               |
| <b>Location/time:</b> | Online via WebCourses@UCF                 |
| <b>Course GTA:</b>    | Alexandria Brock                          |
| <b>GTA hours:</b>     | Monday 9:00-10:00am (online through Chat) |
| <b>GTA e-mail:</b>    | via WebCourses Inbox                      |

## Professor Contact

|                      |   |
|----------------------|---|
| <b>Instructor:</b>   | Dr. Lana Williams   |
| <b>Main office:</b>  | Phillips Hall 309F  |
| <b>Office hours:</b> | Thursday 9:30-10:30am EST (online Chat or Conference)<br>Thursday 10:30-11:30am EST (in person on UCF Main Campus)<br>or by scheduled appointment |
| <b>Phone:</b>        | 407-823-2227  |
| <b>E-mail:</b>       | lana.williams@ucf.edu   |

## University Catalogue Description

Psychological, biological, social, cultural, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, ecological, and evolutionary. PR: 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?

Two central areas of research in the anthropology of food and nutrition will be addressed in this course using a biocultural approach:

- Long-term evolutionary processes will be examined within an ecological framework as significant factors affecting human biology and susceptibility to diet-related disease. We will be exploring the development of cuisine (how and why we eat what we eat), adapting foods to people and people to foods, and evolutionary and modern comparative perspectives on food systems.
- Global relations of power and inequity are examined as key factors influencing access to food and patterns of over- and under-nutrition for both populations and individuals. We will be discussing food safety and food policy, dietary transitions, delocalization and access, and globalization of food and diet.

This course is designed to separate fact from fad and fiction by critically examining anthropological themes in biological and cultural aspects of human nutrition, foodways and food systems, political and social issues of food access and distribution, and past, current and future food movements.

## 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 policy.

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

- Outline nutritional requirements and their evolutionary underpinnings in biological, cultural and social adaptations in humans.
- Provide an overview of the historical and theoretical development of nutritional anthropology as a subfield.
- Describe the differences in scope of practice for registered dietitians, certified nutritionists and nutritional anthropologists.
- Discuss the origins, influences and significance of production, cultural variation, and food choice in diet.
- Critically evaluate the ways macrosocial processes like hegemony and neocolonialism influence patterns of global inequities in food quality and availability that result in biologies of poverty and affluence.
- Generate informed opinions on contemporary global and local food problems and food policy.

## What textbooks will I need?

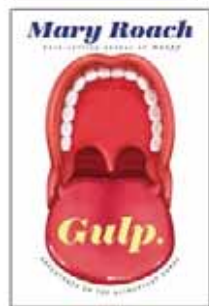
The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook to study for quizzes and exams. Any additional required readings (outside of these texts) will be provided through [WebCourses@UCF](mailto:WebCourses@UCF).



### ***Eating Culture: An Anthropological Guide to Food***

Author: G. Crowther  
Edition: 1st  
Year: 2013  
Publisher: University of Toronto Press  
ISBN: 9781442604650

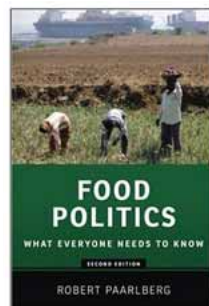
Available in paperback and eBook formats



### ***Gulp: Adventures on the Alimentary Canal***

Author: M. Roach  
Edition: 1st  
Year: 2014  
Publisher: W.W. Norton & Co.  
ISBN: 9780393348743

Available in paperback, eBook and audio formats



### ***Food Politics: What Everyone Needs to Know***

Author: R. Paarlberg  
Edition: 2nd  
Year: 2013  
Publisher: Oxford University Press  
ISBN: 9780199322381

Available in paperback and eBook formats

## Who should take this course online?

Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. To be successful in an online learning environment, you will need to plan your time and maintain self-paced discipline throughout the term.

This course is based on concepts and methods from biological anthropology and the 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 Spring 2018 term, you should expect to spend around **three hours of 'class time' each week listening to online lectures, taking notes, viewing and listening to media, and reading the assigned work** in each learning module. You should also plan on setting aside at least **two-to-three hours each week to review materials, complete required assignments, and participate in course activities.** 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.

Please do not be tempted to skip a seemingly small two or three days of reviewing learning materials 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 Thursdays from 9:30-10:30am EST.** If you are on UCF's Main Campus, you can also visit my **open office in Howard Philips Hall 309F on Thursdays from 10:30-11:30am EST.** If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or UCF Main Campus appointment if 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 'Modules' button in the course menu on the left. If you have never worked in WebCourses or have not worked in WebCourses for a term or two, I highly **recommend that you review the current information in the WebCourses 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?

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

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.

## Is the course accessible for students with disabilities?

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



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

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 Spring 2018 semester begins on **January 09, 2018** and ends on **May 01, 2018**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- review learning module materials, including any assigned media content and readings from your textbooks;
- use the provided handouts and study guides;
- submit 14 quizzes (two lowest scores are dropped);
- participate in 13 Point-of-View discussions (lowest score is dropped);
- submit 6 Activity assignments;
- submit 3 online written exams.

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

You are expected to submit **12 of the 14 quizzes** and participate in **12 of the 13 point-of-view discussions** listed in the learning modules. You are allowed to submit work for all 14 quizzes and/or all 13 discussions, as WebCourses will automatically drop the two lowest scores from your quiz grades and the one lowest score from your discussion grades. Many students take advantage of this at the very start by not submitting work, 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 and discussion you have submitted** using the 'Grades' button in the menu on the left.

**All graded work is due on an assigned schedule**, and once a quiz, assignment, discussion or exam due date has passed, late work will **no longer be accepted for grading** unless approved by the professor based on an approved excused absence. Please note the due dates carefully. A missed quiz, assignment, discussion or exam will not be accepted unless there is a 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, how to set up your computer and/or use 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 textbooks 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!](#) in the COURSE INTRO: Things You Should Know by **11:59pm EST on JAN 12, 2018**, 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.

The REQUIRED ACTIVITY is intended to familiarize you with your textbooks and the various topics that we will be exploring in Blood and Valor in the Viking World over the term. You will use the online discussion tools and submit your discussion responses, providing you with an opportunity to meet other students, share your interests, and maybe find an online 'study buddy' for the course.

## 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 |
|---------------------------|-----------------|---------------|
| Quizzes                   | 180             | 20%           |
| Point-of-view discussions | 120             | 25%           |
| Activity assignments      | 120             | 20%           |
| Exams                     | 300             | 35%           |
| <i>Total Possible</i>     | <i>680</i>      | <i>100%</i>   |

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

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



Correct answers for each quiz 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.

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

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

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

## What if I miss a 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 a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy 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** 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 find yourself in a situation where you are **going to miss an exam**, 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).

## How is respect for diversity maintained?

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

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

## How is academic integrity maintained?

Plagiarism, cheating, or academic dishonesty of any kind on an exam or any other course work **will not be tolerated** and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or 'Z' grade for the entire course) and 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 plagiarism and cheating during the grading process.**

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, **do not share your work with anyone else, do not use the work of someone else as yours, and above all, 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.

I, and your GTA, will also adhere to the highest standards of academic integrity, 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 (i.e., 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?

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

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

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

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

## What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#).

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



<http://get.adobe.com/reader/> ↗



<http://get.adobe.com/flashplayer/> ↗



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

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

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item. You can find more information about computer set-up and online technical assistance in the [COURSE INTRO: Things You Should Know](#) module.

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

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

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



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




























## What is the course lecture and assignment schedule?

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

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

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

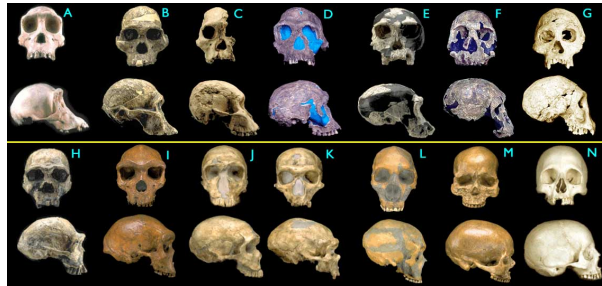
| Date             | Details  |                |
|------------------|--|----------------|
| Fri Jan 12, 2018 |  <a href="#">REQUIRED ACTIVITY: Dig In!</a>     | due by 11:59pm |
| Mon Jan 15, 2018 |  <a href="#">QUIZ 1: New Appetite</a>           | due by 11:59pm |
| Sun Jan 21, 2018 |  <a href="#">POV 1: Meaning and Food</a>        | due by 11:59pm |
| Wed Jan 24, 2018 |  <a href="#">ACTIVITY 1: Inedible Challenge</a> | due by 11:59pm |
|                  |  <a href="#">QUIZ 2: Edible or Not</a>          | due by 11:59pm |
| Fri Jan 26, 2018 |  <a href="#">POV 2: Food Age-ism</a>            | due by 11:59pm |
| Mon Jan 29, 2018 |  <a href="#">ACTIVITY 2: Meal to Molecules</a>  | due by 11:59pm |
| Wed Jan 31, 2018 |  <a href="#">QUIZ 3: Good to Eat</a>            | due by 11:59pm |

|                  |  |                |
|------------------|--|----------------|
| Wed Feb 7, 2018  |  <a href="#">POV 3: Foreign Spices</a>                  | due by 11:59pm |
| Mon Feb 12, 2018 |  <a href="#">QUIZ 4: Foraging to Farming</a>            | due by 11:58pm |
|                  |  <a href="#">EXAM 1</a>                                 | due by 11:59pm |
| Thu Feb 15, 2018 |  <a href="#">POV 4: What's the Difference?</a>          | due by 11:59pm |
| Mon Feb 19, 2018 |  <a href="#">QUIZ 5: Intensify and Industrialize</a>    | due by 11:59pm |
| Thu Feb 22, 2018 |  <a href="#">POV 5: Gendered Foods</a>                  | due by 11:59pm |
| Mon Feb 26, 2018 |  <a href="#">QUIZ 6: Adapting Foods and People</a>      | due by 11:59pm |
| Thu Mar 1, 2018  |  <a href="#">POV 6: You Are _____ Foods</a>             | due by 11:59pm |
| Mon Mar 5, 2018  |  <a href="#">ACTIVITY 3: Comfort Cuisines</a>           | due by 11:59pm |
|                  |  <a href="#">QUIZ 7: Defining Cuisines</a>              | due by 11:59pm |
| Thu Mar 8, 2018  |  <a href="#">POV 7: Hot and Cold Foods</a>              | due by 11:59pm |
| Sun Mar 11, 2018 |  <a href="#">ACTIVITY 4: Pharma-Foods</a>               | due by 11:59pm |
|                  |  <a href="#">EXAM 2</a>                                 | due by 11:59pm |
|                  |  <a href="#">QUIZ 8: Food as Medicine</a>               | due by 11:59pm |
| Thu Mar 22, 2018 |  <a href="#">POV 8: Families and Feasts</a>           | due by 11:59pm |
| Mon Mar 26, 2018 |  <a href="#">QUIZ 9: Commensal Feast</a>              | due by 11:58pm |
| Thu Mar 29, 2018 |  <a href="#">POV 9: Food Voyeurs</a>                  | due by 11:59pm |
| Mon Apr 2, 2018  |  <a href="#">QUIZ 10: Commercial Gastronomy</a>       | due by 11:59pm |
| Thu Apr 5, 2018  |  <a href="#">POV 10: It's the Economy</a>             | due by 11:59pm |
| Mon Apr 9, 2018  |  <a href="#">QUIZ 11: Surplus and Overnutrition</a>   | due by 11:59pm |
| Thu Apr 12, 2018 |  <a href="#">POV 11: It's the Logistics</a>           | due by 11:59pm |
| Mon Apr 16, 2018 |  <a href="#">ACTIVITY 5: Food (In)Security</a>        | due by 11:59pm |
|                  |  <a href="#">QUIZ 12: Scarcity and Undernutrition</a> | due by 11:59pm |
| Thu Apr 19, 2018 |  <a href="#">POV 12: Where vs. What</a>               | due by 11:59pm |
|                  |  <a href="#">POV 13: Soyent Society</a>               | due by 11:59pm |
| Mon Apr 23, 2018 |  <a href="#">ACTIVITY 6: Farm to Table</a>            | due by 11:59pm |
|                  |  <a href="#">QUIZ 13: Relocalize and Decommodify</a>  | due by 11:59pm |
|                  |  <a href="#">QUIZ 14: New Policies and Solutions</a>  | due by 11:59pm |
| Sat Apr 28, 2018 |  <a href="#">EXAM 3</a>                               | due by 11:59pm |

# HUMAN ORIGINS ANT4586C-0M01 SPRING 2018

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 3:00-5:00 or by appt.  
Phone 407 823 1927  
E-mail [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu)

### Course Information

Course Name Human Origins  
Lecture & Lab  
Course ID & Section ANT 4586C  
Credit Hours 3 Credit Hours  
Delivery Mixed Mode  
Semester/Year SPRING 2018  
Location LEC – CB1 - 103  
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.

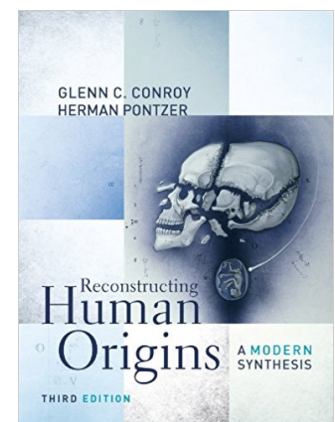
### Recommendations for Success:

- 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 will not engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.
- 6) Exams are online and I have the highest expectations that these will be CLOSED book, NO notes, and focused answering of the questions. Therefore, a time limit will be set similar to writing an exam in class F2F. If you are prepared in a similar fashion, you will write an excellent exam.

## REQUIRED TEXTS

Conroy, G., & Pontzer, H. (2012). *Reconstructing Human Origins: a Modern Synthesis*. (3<sup>rd</sup> edition). W.W. Norton & Company, ISBN: 978-0393912890.

**3<sup>rd</sup> edition required. Older versions are very outdated.**





### Required Additional Readings:

Students will also be required to read a selection of [assigned articles](#) that will be posted electronically on the Webcourses. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

### Suggested/Recommended Readings:

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

## EVALUATION

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

|                                       |  |
|---------------------------------------|--|
| Quizzes (total):                      | 100 points ( <b>ONLINE</b> )               |
| Discussions (total):                  | 100 points ( <b>ONLINE</b> )               |
| Lab Assignments (20 points each X 10) | 200 points (see <a href="#">schedule</a> ) |
| Two midterms (each 50 points)         | 100 points ( <b>ONLINE</b> )               |
| Final Exam:                           | 100 points ( <b>FINAL Exam Period</b> )    |
| Attendance:                           | 50 points                                  |
| <b>Total</b>                          | <b>650 points</b>                          |

### Grading Scale (%)

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| A  | 100-94 | B- | 83-80 | D+ | 69-67 |
| A- | 93-90  | 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.

### 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.

### 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. 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. There is a clock on the wall for time and I will stop when class is over (usually).
- While computers/laptops may be used in class, they are for taking notes ONLY. 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.

## 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 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 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 50 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).

**Late Work Policy:** 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 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. Notification ahead of time is preferred if possible.

**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.

## COURSE PROCEDURES AND POLICIES

**Grades of "Incomplete":** 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.

### Attendance Policy

There is no separate grade for attendance in this class. However, you are responsible for all of the material covered in lectures and class discussions. If you do not come to class or come to class unprepared, it will affect your success. Remember, you cannot learn if you are not in class: perfect attendance will help your grade; more than 3 absences will hurt it. And band-aids will not be effective.

### Academic integrity

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

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Academic dishonesty or **plagiarism** is a serious academic offense and will result in a grade of zero (F) on the assignment or course. It may result in dismissal from the college. The UCF definition of Plagiarism is available here (<https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php>) and YOU are responsible for understanding it.

### Special Needs

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 (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; [sds@ucf.edu](mailto:sds@ucf.edu)) to talk about academic accommodations.

## **ACCESSIBILITY STATEMENT**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. At this point, I will work with you as best I can to accommodate your documented disability.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

## **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 announcements. 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

| Module | In-Class Dates                   | Topic   | Assignment                       | Reading                  |
|--------|----------------------------------|---|----------------------------------|--------------------------|
| 0      | <b>Jan 8</b><br><b>Jan 10</b>    | Introduction to course<br>Introduction to lab               | <b>Q0;</b><br><b>D0</b>          |                          |
| 1      | <b>No Class</b><br><b>Jan 17</b> | Humans as Primates (ONLINE lecture)<br>Morphology           | <b>Q1</b><br><b>D1; LAB 1</b>    | Chap 1                   |
| 2      | <b>Jan 22</b><br><b>Jan 24</b>   | Plio-Pleistocene World<br>Archaeology and Fossil Chronology | <b>Q2</b><br><b>D2; LAB 2</b>    | Chap 2/ Chap 3           |
| 3      | <b>Jan 29</b><br><b>Jan 31</b>   | Species Concepts/Forces of Evolution                        | <b>Q3</b><br><b>D3; LAB 3</b>    | Chap 4                   |
| 4      | <b>Feb 5</b><br><b>Feb 7</b>     | Miocene Apes/Basal Hominids                                 | <b>Q4</b><br><b>D4; LAB 4</b>    | Chap 5                   |
| 5      | <b>Feb 12</b><br><b>Feb 14</b>   | Review<br><b>MIDTERM EXAM</b>                               | <b>No Lab</b>                    |                          |
| 6      | <b>Feb 19</b><br><b>Feb 21</b>   | Australopithecines and<br>Bipedalism                        | <b>Q5</b><br><b>D5; LAB 5</b>    | Chap 6 and 8             |
| 7      | <b>Feb 26</b><br><b>Feb 28</b>   | Australopithecine Complexity                                | <b>Q6</b><br><b>D6; LAB 6</b>    | Chap 7                   |
| 8      | <b>Mar 5</b><br><b>Mar 7</b>     | Early Homo genus  | <b>Q7</b><br><b>D7; LAB 7</b>    | Chap 10                  |
| 9      | <b>Mar 12</b><br><b>Mar 14</b>   | <b>SPRING BREAK</b>   |                                  | Reading ahead and enjoy! |
| 10     | <b>Mar 19</b><br><b>Mar 21</b>   | Early Homo Culture<br><b>MIDTERM EXAM</b>                   | <b>No Lab</b>                    | Chap 9                   |
| 11     | <b>Mar 26</b><br><b>Mar 28</b>   | Archaic Homo species  | <b>Q8</b><br><b>D8; LAB 8</b>    | Chap 11                  |
| 12     | <b>Apr 2</b><br><b>Apr 4</b>     | Neandertals   | <b>Q9</b><br><b>D9; LAB 9</b>    | Chap 11                  |
| 13     | <b>Apr 9</b><br><b>Apr 11</b>    | Anatomically Modern/ Origin Theories                        | <b>Q10</b><br><b>D10; Lab 10</b> | Chap 12                  |
| 14     | <b>Apr 16</b><br><b>Apr 18</b>   | Current Theories<br>Modern/Neandertals                      |                                  | Chap 13                  |
|        |                                  | <b>FINAL EXAM- April 30<sup>th</sup>, 2018 – 10am</b>       |                                  |                          |

**Dates to remember:** The FALL Academic calendar can be found online at:

<http://calendar.ucf.edu/2018/SPRING>

Late registration, Add/Drop: **Jan 8 to 12th, 2018**

Withdrawal deadline for this course: **March 21<sup>st</sup>, 2018**

**ANT 4702-0001**  
**Culture, Inequality & Global Development**  
**Spring 2018**  
**Dr. Ty Matejowsky**

**Course Information**

Tuesdays/Thursdays 10:30-11:45 pm  
CB1 0103

**Contacting the Professor**

Office Hours: Mondays 1-3pm or by appointment  
Office: Philips Hall, Room 309g  
Phone: (407) 823-4611  
Fax: (407) 823-3498  
E-mail: [Ty.Matejowsky@ucf.edu](mailto:Ty.Matejowsky@ucf.edu)

**Course Description/Objectives:**

This course examines the historical roots and contemporary ramifications of socioeconomic and political inequalities in the world system from an anthropological point of view. We will discuss the effects of consumerism and capitalism, poverty and economic development, environment and consumption, health, disease and poverty, globalization and power relations from a cultural perspective.

We will explore these various topics through readings from your textbook, the assigned ethnography, and selected films. Students will be assessed through exams, reading responses, and final group report and presentation.

**Student Learning Outcomes:**

By the end of this course you will:

1. Understand how consumerism & capitalism affects individuals at the macro- & micro-levels
2. Learn about aid agencies and how they help (or not) developing countries
3. Identify specific regional and topical issues related to international development
4. Be familiar with anthropological approaches towards assessing development policy and practices at the community level
5. Gain insight about specific applications of anthropological analyses toward globalization, neoliberalism, structural adjustment programs, non-governmental organizations (NGOs), micro-lending, etc.

**Required Texts (purchase in Bookstore or online)**

Required Books: Please acquire these before the semester starts via online sources or bookstores.

1. Robbins, RH. 2009. *Global Problems & the Culture of Capitalism*, 6<sup>th</sup> edition. Boston: Pearson. ISBN: 205917655 (paperback)
2. Cochrane, Glynn. *Festival Elephants and the Myth of Global Poverty*. Pearson, 2009, ISBN-10: 0-205-57765-2 (paperback)

**Class Format:**

The class format will be lecture/discussion informed by assigned readings and relevant films. Students are responsible for **all** material presented in lectures, readings, and films. Links to videos, articles, and other websites may be provided on Webcourses to supplement the regular course material and help students complete assignments.

**Exams:** You will have **three** exams in this course. Exams are made up of true/false, multiple choice, and short answer questions. Each exam is worth 20% (total of 60%) of your final grade. The final exam is **NOT** cumulative will have the same format as the first two exams.

**Exam Make-up Policy:**

Students who miss regularly scheduled exams will be considered for possible make-up tests entirely on a case by case basis. Only the most legitimate and well documented of cases are subject to this policy. Students are responsible for consulting the Academic Counseling Office in cases of illness, family emergency, or other personal difficulties that constitute missing an exam.

Circumstances that are **NOT** subject to make-up exam consideration include but are not limited to: going on vacation, work conflicts, job training, family death prior to the beginning of the semester.

**Grading Policy:**

|                              |                |  |
|------------------------------|----------------|--|
| <b>Reading responses (3)</b> | 15% (5% each)  | Reading responses, discussion postings                       |
| <b>Development Project</b>   | 25%            | 5-7 page group report & presentation                         |
| <b>Exams (3)</b>             | 60% (20% each) | True/false, multiple choice, short answer, fill-in-the-blank |

**Grading scale: (+/- letter grades)**

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

No requests for incompletes or grade changes will be considered except in the most extreme, compelling, and well documented of circumstances. There will be **no** "extra work/credit" to improve your grade. If you think you are failing the course, please contact me right away.

I will only discuss matters related to grades during office hours or by appointment.

**Course Requirements**

To succeed in this course, students need to:

- Attend class
- Complete the Attendance assignment requirements
- Complete all readings and assignments by their due dates
- Complete all exams during their scheduled times



**Attendance Assignment:** On the class's Webcourses page, students will find a link to an attendance assignment. Students **must** complete this assignment for the first week of classes by the due date listed below (see Class Schedule).

**Reading/listening Responses:** Students will be expected to complete **three** reading/listening responses throughout this course. Guidelines for completing the assignments will be posted on Webcourses. There will be **no make-ups** without proper documentation. Reading/listening responses are worth 15% of your final grade.

**Development Project:** For this assignment, students will get into groups of 4/5 to prepare a report and presentation on a specific aid agency or corporation and their development program(s) (e.g., USAID, Red Cross, Grameen Bank, etc.), or a specific country/region and their history of foreign aid (e.g., Haiti, India, Africa). Students can also choose to write about failed aid and the reasons for the failures, or management or trade of a particular resource (e.g., water, coffee, sanitation, etc). The written report (5-7 pages text, excluding cover page & references) should include a brief background of the aid agency/country/corporation and some of the specific aid measures implemented, if any. At the end of the semester, individual student groups will give a 20-25 minute PowerPoint presentation illustrating the main points of their research. Details for this assignment will be discussed in class and the guidelines can be found on the course website. This assignment is worth 25% of your final grade.

**Attendance Policy:** The structure and nature of this course demands that students be present in class. Besides lecture, much of the material presented in class will take the form of Power Point slides/videos. These visual presentations must be viewed in class and cannot be loaned out. Moreover, the instructor will **NOT** provide students access to his lecture notes. If you are seeking notes from a missed lecture please get them from a classmate. Thus, you should make every effort to attend classes. If you are having difficulties that interfere with the class, I urge you to contact me.

**Missed assignments:** I do **NOT** accept late assignments. Due dates are a matter of record since the beginning of the semester and properly documented in the class syllabus (see Class Schedule below). It is the responsibility of students to stay on top of assignment deadlines.

**Academic honesty:** Plagiarism and cheating of any kind on an examination, exam, 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 Office of Student Conduct for further action. See the UCF Golden Rule for further information.

**Respect for diversity:** 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 discussed in class.

### **Students with Disabilities**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be first registered with Student Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371,

TTY/TDD only phone (407) 823-2116, before accommodation requests will be considered. Please know that accommodations will be **NOT** be provided retroactively for missed assignments/exams.

**Changes in the Syllabus:** The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

**Miscellaneous:**

Students are expected to conduct themselves with appropriate classroom behavior during class meetings. Disruptive behavior such as talking, passing notes, sleeping, texting, surfing the Internet, working on material unrelated to the course and the like may result in the student being asked to leave class. Also, please make sure all cell phones, and other electronic devices are turned off or silenced during class.

**Tentative Class Schedule**

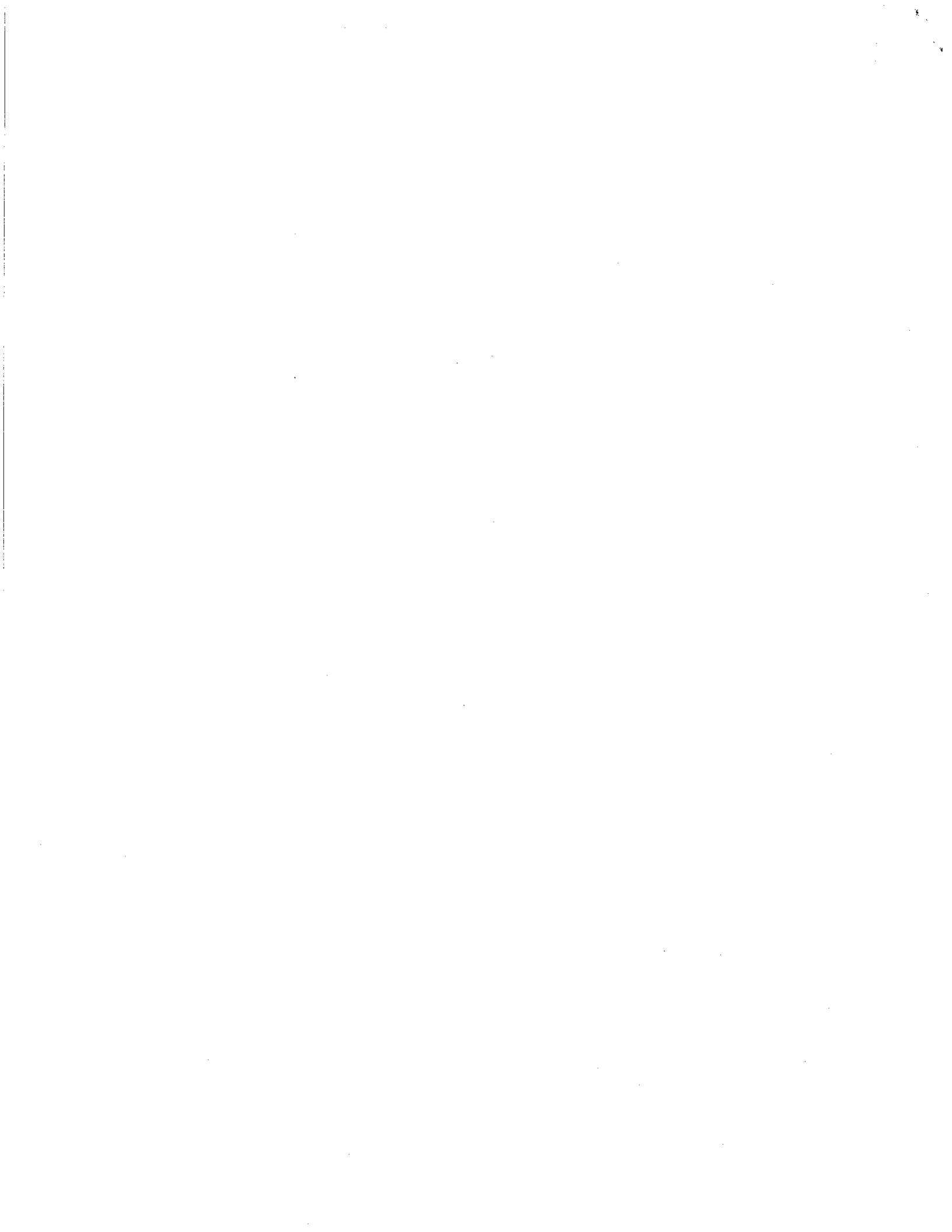
*Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class. If there is anything in the syllabus that students find unclear, it is up to students to contact the professor for clarification.*

**Important Dates:** Classes start: **Jan 8**; Drop/swap deadline: **Jan. 11**; Add deadline: **Jan. 12**; Withdrawal deadline: **Mar. 21**; Classes end: **Apr. 23**. Check out UCF's Academic Calendar for other important dates.

**ANT 4702 Culture, Power & Development Course Schedule:**

| Week          | Dates  | Topic   | Assignments & Due Dates  |
|---------------|--------|---|--|
| <b>Week 1</b> | Jan 9  | Introduction  | Complete Attendance Assignment by <b>1/12/18</b><br>Cochrane Ch. 1 |
|               | Jan 11 | The myth of global poverty  |  |
| <b>Week 2</b> | Jan 16 | What is money?  | Robbins Part 1, pp. 1-11<br>Robbins Ch. 1& 2                       |
|               | Jan 18 | What is development? What is aid?<br>International aid & development actors |  |
| <b>Week 3</b> | Jan 23 | Consumers, laborers & capitalism  | <b>Last day to sign up for Groups!</b><br>Robbins Ch. 3            |
|               | Jan 30 | Economic development: who benefits?   |  |
| <b>Week 4</b> | Feb 6  | Industrial countries & development  | Cochrane Ch. 2<br><b>Assignment #1 Due 2/6/18</b><br>Robbins Ch. 4 |
|               | Feb 8  | Nation-States & capitalism  |  |
| <b>Week 5</b> | Feb 13 | <b>Exam #1</b>  | Robbins Part 2, pp. 127-132, Ch. 5                                 |
|               | Feb 15 | Population  |  |

|                |        |   |  |
|----------------|--------|---|--|
| <b>Week 6</b>  | Feb 20 | Population cont.                                | Cochrane Ch. 3   |
|                | Feb 22 | Environment, consumption & development          | <b>Last day to have topic approved!</b><br>Robbins Ch. 7                       |
| <b>Week 7</b>  | Feb 27 | Environment, consumption & development cont.    |  |
|                | Mar 1  | Hunger, poverty & economic development          | Robbins Ch. 6  |
| <b>Week 8</b>  | Mar 6  | Hunger, poverty & economic development cont.    | Cochrane Ch. 4   |
|                | Mar 8  | <b>Exam #2</b>                                  |  |
| <b>Week 9</b>  | Mar 20 | Health & disease                                | Robbins Ch. 8  |
|                | Mar 22 |   | <b>Assignment #2 Due 3/22/18</b>   |
| <b>Week 10</b> | Mar 27 | Indigenous groups & ethnic conflict             | Robbins Ch. 9; Cochrane Ch. 5  |
|                | Mar 29 | Protest, rebellion & resistance                 | Robbins Part 3, pp. 275-281, Ch. 10  |
| <b>Week 11</b> | Apr 3  | Anti-systemic protest                           | Robbins Ch. 11   |
|                | Apr 5  | Development & globalization                     | Cochrane Ch. 6   |
| <b>Week 12</b> | Apr 10 | Development & globalization cont.               | Robbins Ch. 13   |
|                | Apr 12 | Development: what next?                         | Cochrane Ch. 7<br><b>Assignment #3 Due 4/10/18</b>                             |
| <b>Week 13</b> | Apr 17 | <b>Final presentations</b>                      | <b>All papers &amp; presentations due!!</b><br><b>Group #1-2 Presentations</b> |
|                | Apr 19 | <b>Final presentations</b>                      | <b>Group #3-4 Presentations</b>  |
| <b>Week 14</b> | Apr 24 | No class!                                       |  |
| <b>Week 15</b> | May 1  | <b>Final Exam, Tuesday May 1, 10am-12:50 pm</b> |  |





## ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

|               |  |                      |  |
|---------------|--|----------------------|--|
| Instructor:   | <i>Scott Branting</i>  | Term:                | <i>Spring 2018</i>   |
| Office:       | <i>Phillips Hall 309-E</i>   | Credit Hours         | <i>3</i>   |
| Phone:        | <i>(407) 823-4962</i>  | Class Meeting Days:  | <i>W</i>   |
| E-Mail:       | <i>scott.branting@ucf.edu</i>  | Class Meeting Hours: | <i>3:00pm – 5:50pm<br/>April 25<sup>th</sup> 1:00pm – 3:50pm</i> |
| Website:      | <i>Canvas</i>  | Class Location:      | <i>HPA1 – 104</i>  |
| Office Hours: | <i>Dr. Branting W 11:00-1:00 or by appointment<br/>Paige T 3:30-4:30, TH 1:00-2:00 or by appointment</i> | TA:                  | <i>Paige Paulsen</i>   |
|               |  | TA email:            | <i>paulsen@knights.ucf.edu</i>                                   |

#### University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

#### Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research

- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

### Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

### Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

### Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

| <i>Assignments</i>  | <i>Due Date</i>  | <i>Percent of Grade</i>                 | <i>Max. Points</i> |
|---|--|---|--------------------|
| Syllabus Quiz   | By Friday, Week 1 at 3pm   | 1% and federal verification requirement | 1                  |
| Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role | In class   | 9%                                      | 9                  |
| Final Undergraduate Project Report or Final Graduate Project Report   | April 4 <sup>th</sup> , 2018 at start of the class period (3:00pm) | 70%                                     | 70                 |
| Oral Presentation of Project  | Assigned Class Period in Weeks 14,15, and during Finals            | 20%                                     | 20                 |

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

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

## Course Policies

### Student Conduct

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

### Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services ([sas.sdes.ucf.edu](http://sas.sdes.ucf.edu)) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

**University Writing Center:** The University Writing Center ([uwc.cah.ucf.edu](http://uwc.cah.ucf.edu)) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

**Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

**Attendance**

Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

**Updates and Notifications**

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

**Obtaining Notes for Missed Classroom Sessions**

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

**Grades of "Incomplete"**

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



### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

| Week | Day | Date       | Topic<br>Assignments Due  | Reading Assignments  |
|------|-----|------------|---|--|
| 1    | W   | Jan.<br>10 | Introduction to Class<br><br>Classroom – Introduction, Syllabus Quiz, Paper Discussions<br><br><b>ASSIGNMENT: Syllabus Quiz due Fri. 12<sup>th</sup>, 3pm</b> |  |
| 2    | W   | Jan.<br>17 | Monitoring Things from Space<br><br>Classroom Discussion and Project Preparation Session  | Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"  |
| 3    | W   | Jan.<br>24 | Tracking Movement<br><br>Classroom Discussion and Project Preparation Session   | Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons";<br><br>Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"   |
| 4    | W   | Jan.<br>31 | More Statistical Analysis and Arguments<br><br>Classroom Discussion and Project Preparation Session   | Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";<br><br>Spielman (2006) "Appropriate use of the K Function in Urban Environments";<br><br>Austin et al. (2006) "Austin et al. Respond" |

|    |   |            |   |   |
|----|---|------------|---|---|
| 5  | W | Feb.<br>7  | Telling a Story with Maps - Cartography<br><br>Classroom Discussion and Project Preparation Session   | Roth (2013): "Interactive maps: What we know and what we need to know";<br><br>Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North" |
| 6  | W | Feb.<br>14 | Maps and Behavior<br><br>Classroom Discussion and Project Preparation Session   | Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"  |
| 7  | W | Feb.<br>21 | PPGIS, Crowdsourcing, Web<br><br>Classroom Discussion and Project Preparation Session   | Brovelli et al. (2015): "Public participation in GIS via mobile applications"   |
| 8  | W | Feb.<br>28 | Simulations<br><br>Classroom Discussion and Project Preparation Session   | Sellers et al. (2007): "An agent-based model of group decision making in baboons"   |
| 9  | W | Mar.<br>7  | Databases and Privacy<br><br>Classroom Discussion and Project Preparation Session   | Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"   |
| 10 | W | Mar.<br>14 | <b>SPRING BREAK</b><br><br><b>NO CLASS</b>  |   |
| 11 | W | Mar.<br>21 | Proposal Preparation Session  |   |
| 12 | W | Mar.<br>28 | Proposal Preparation Session  |   |
| 13 | W | Apr.<br>4  | The Future of GIS<br><br><b>ASSIGNMENT DUE AT START OF CLASS</b><br><b>Wednesday Apr 4</b><br><b>Final Project Report (no more than 10 pages)</b> | Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"  |

|        |   |            |  |  |
|--------|---|------------|--|--|
| 14     | W | Apr.<br>11 | STUDENT PRESENTATIONS  |  |
| 15     | W | Apr.<br>18 | STUDENT PRESENTATIONS  |  |
| Finals | W | Apr.<br>25 | *Note Different Time: 1:00pm – 3:50pm<br>STUDENT PRESENTATIONS |  |

### Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
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2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

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2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

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