

*Welcome to:*

# ANG 5094: Writing in Anthropology

Spring 2019

Wednesdays: 6:00 – 8:50 pm, in HPH 409M

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**Professor: Joanna Mishtal, Ph.D., Associate Professor of Anthropology**

**Office Hours & Location:** HPH 409Q, Mon. & Wed. 11:30 am – 12:30 & by appointment

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

**Phone:** (407) 823-3797  
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## **Seminar Description:**

Anthropology requires a distinctive style of writing in terms of engagement with literature, crafting of arguments, as well as the style of expression, quoting, and reporting results. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The subdisciplines of cultural, biological anthropology, and archaeology each cultivate some distinct characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular subdisciplines can maximize the usefulness of the workshop for their own benefit.

**NOTE:** Students are required to start with an existing paper of draft to improve and revise.

## **Learning Outcomes:**

- Become familiar with expectations in scholarly writing in anthropology
- Improve scholarly writing
- Learn to provide constructive editorial feedback on scholarly writing

I ask that you put energy into your own work, but also be an excellent editor for your classmates.

This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

## **Class Culture and Class Participation:**

Be willing to give your time to the work of others.

Be willing to work on your own ideas and communication/writing skills.

Be nice.

Offer critical feedback.

## **Structure:**

This class will be more of a workshop and less of a seminar in most cases. The only readings will be chapters from Wendy Belcher's book that offer a practical guide for your writing and books in the "art of writing" ("self-help") category. The idea is to share the art and fellowship of good writing with your colleagues and to bring some of your own voice/work to its best publishable self (be it as a thesis, dissertation or an article).

For each week when a product is due, every student will have a dual role of “a writer” of your product, and “an editor” providing a peer review for another student’s product.

➔ **Writers’ duties:** products are due by 8 pm on Sunday before the seminar when the section will be workshopped. Please email your product to me directly: [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu)  
It is crucial that you are committed to the task of writing and re-writing/re-thinking. Like any craft, this might be repetitive and arduous, but ultimately worthwhile.

➔ **Editors’ duties:** peer reviews are due by 3 pm on Wednesday on the day of the seminar when the section will be workshopped. Please email your review to me directly: [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu)  
I will assign and distribute one product to each student editor via email on Sunday night. Editors are asked to provide specific ways in which the writers can improve the draft/paper, what they think works and does not work, and offer ideas and suggestions for how to revise and move toward the next version of the paper (or this specific product).

➔ **Book presenter duties:** Some weeks include presentations and discussions of a book from the “art of writing” genre, followed by discussion of ideas and strategies in writing. The presentations are meant to be informal but useful and focus on sharing best practices.

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**Required Books:**

- 1.) *Writing Your Journal Article in 12 Weeks* by Wendy L. Belcher (2009) – on Canvas
- 2.) The “art of writing” genre:
  - a. *Bird by Bird: Some Instructions on Writing and Life*. Anne Lamott
  - b. *The Writing Life*. Annie Dillard
  - c. *On Writing*. Stephen King
  - d. *Writing Tools: 50 Essential Strategies for Every Writer*. Roy Peter Clark
  - e. *On Writing Well*. William Zinsser

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**Grading:**

Students will be evaluated based on the participation and quality of effort in their roles as:  
1. Editors: reviewing the work of others and offering critical and encouraging feedback.  
2. Writers: willingness and effort to improve your own work.  
This includes being willing to go back to your own drafts and make significant improvements.

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**Academic Integrity:**

We adhere to academic honesty rules of this and other universities and expect you to do your own work. Plagiarism is unacceptable and will carry serious consequences as per UCF Academic Conduct policy.

**Special Needs:** UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (<http://sas.sdes.ucf.edu/>) and bring an accommodation letter during the first week of class.

Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

**Campus Safety:** Should an emergency arise in our class, we will all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency, dial 911. Emergency procedure guides are posted on classrooms' walls near the door ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)).

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## Seminar Schedule

### Week 1:

- Introductions and organization
- Scholarly writing and the peer-review process
- “Responding—really responding—to other students’ writing” by Richard Straub

### Week 2:

**Read:**

- 1.) Ch. 2 in Belcher (abstract)
- 2.) *Bird by Bird* by Anne Lamott

Book presenters:

(1) Rachael (2) Chelsea

**Workshopped: none**

### Week 3:

**Read:**

- 1.) Ch. 3 in Belcher (argument)

**Workshopped: abstracts**

(1) Lauren (2) Vanessa

(3) Chelsea (4) Lee

**\*Submit** initial papers by Wed. class via email to [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu). From here forward, you are expected to work with the same paper/draft.

### Weeks 4:

**Read:**

- 1.) Ch. 5 in Belcher (literature review/background)

**Workshopped: arguments**

(1) Alison (2) Lee  
(3) [Lauren: stand-by] (4) [Rachael: stand-by]

**Weeks 5:**

**Read:**

1.) Book: *The Writing Life* by Annie Dillard

**Book presenters:**

(1) Lauren (2) Vanessa

**Workshopped:** literature review/ background (first half)

(1) Rachael (2) Alison

**Weeks 6:**

**Read:**

1.) Ch. 6 in Belcher (structure)

**Workshopped:** literature review/ background (second half)

(1) Chelsea (2) Lauren

**Weeks 7:**

**Read:**

1.) Ch. 7 in Belcher (presenting evidence)

**Workshopped:** structure

(1) Vanessa (2) Rachael

**Weeks 8:**

**Read:**

1.) Book: *On Writing Well* by William Zinsser

**Book presenters:**

(1) Lee (2) Chelsea

**Workshopped:** evidence (first part)

(1) Alison (2) Rachael

**Weeks 9:**

**Read:**

1.) Ch. 8 in Belcher (opening)

**Workshopped:** evidence (second part)

(1) \_\_\_\_\_ Lee \_\_\_\_\_ (2) \_\_\_\_\_ Chelsea \_\_\_\_\_

**Weeks 10:** Spring Break

**Weeks 11:**

**Read:**

1.) Ch. 8 in Belcher (concluding)

**Workshopped:** opening

(1) \_\_\_\_\_ Chelsea \_\_\_\_\_ (2) \_\_\_\_\_ Lee \_\_\_\_\_

(3) \_\_\_\_\_ [Alison: stand-by] \_\_\_\_\_

**Weeks 12:**

**Read:**

1.) Ch. 10 in Belcher (editing)

**Workshopped:** concluding

(1) \_\_\_\_\_ Vanessa \_\_\_\_\_ (2) \_\_\_\_\_ Lauren \_\_\_\_\_

(3) \_\_\_\_\_ [Lee: stand-by] \_\_\_\_\_

**Week 13:**

**Read:**

1.) Book: *Writing Tools* by Roy Peter Clark (first half)

**Book presenters:**

(1) \_\_\_\_\_ Rachael \_\_\_\_\_ (2) \_\_\_\_\_ Alison \_\_\_\_\_

**Workshopped:** editing (first half of completed paper)

(1) \_\_\_\_\_ Lauren \_\_\_\_\_ (2) \_\_\_\_\_ Vanessa \_\_\_\_\_

**Week 14:**

**Read:**

1.) Book: *Writing Tools* by Roy Peter Clark (second half)

**Book presenters:**

(1) \_\_\_\_\_ Vanessa \_\_\_\_\_ (2) \_\_\_\_\_ Lauren \_\_\_\_\_

**Workshopped:** editing (second half of completed paper)  
(1)  Rachel  (2)  Alison

**Week 15:**

**Read:**

1.) Book: *On Writing* by Stephen King

**Book presenters:**

(1)  Alison  (2)  Lee

**Workshopped:** none

**Week 16:**

Submit final revised papers for grading via email to [jmishtal@ucf.edu](mailto:jmishtal@ucf.edu) by midnight Sunday 4/21/2019

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**Summary of students' workshopped days:**

**Alison:**

argument/ lit review/ evidence/ editing [opening: stand-by]

**Chelsea:**

abstract/lit review/ evidence/ opening

**Lauren:**

abstract/ lit review/ concluding/ editing [argument: stand-by]

**Lee:**

abstract/ argument/ evidence/ opening [concluding: stand-by]

**Rachael:**

lit review/ structure/ evidence/ editing [argument: stand-by]

**Vanessa:**

abstract/ structure/ concluding/ editing

# Course Syllabus

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## Course Information

**Course name:** Maya Iconography  
**Course ID:** ANG 5228 (011499)  
**Credit hours:** 3.0 hours  
**Semester/year:** Spring 2019  
**Location & time:** Tuesday 3:00-5:50pm in HPH 409M

## Instructor Contact

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

## University Catalog Description

Study and interpretation of ancient Maya iconography as reflected in art, artifacts, and constructed features.

**Prerequisites:** Admission to Anthropology MA, Maya Studies GC, CI, or PhD.

## Course Overview

The focus of this course is the study and interpretation of ancient Maya iconography as reflected in art, artifacts, and constructed features from the Preclassic through the Postclassic periods. We will begin the course with a general discussion of the human artistic experience, from the scientific to the abstract. We will

then discuss how the various forms of imagery can shed light on our understanding of the ancient Maya culture. We will also see how the many disciplines studying the ancient Maya, such as archaeology, linguistics, art history, materials science, ethnography, and cultural anthropology, discover a greater depth of knowledge from shared research.

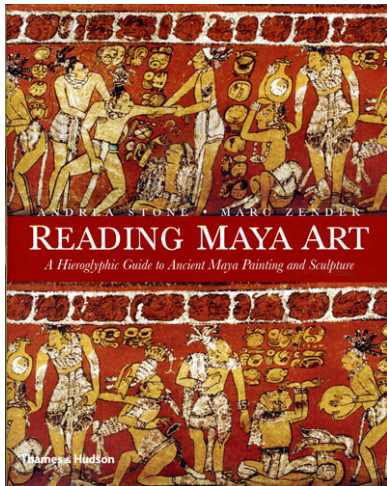
## What are the course learning outcomes?

By the end of this course, successful students will be able to:

- Use specific methods to decipher and understand Maya iconography
- Identify ancient Maya iconography according to style, medium and context.
- Discuss the placement and use of iconography within the world of the ancient Maya.
- Critically evaluate examples of scholarly writing to better understand use of iconographic evidence.
- Address issues of style, meaning and social context of specific artifacts or monuments, including bibliographic and visual documentation of research.
- Formulate knowledgeable questions, prepare for and initiate discussions, summarize issues, and present information in a manner that engages in scholarly dialogues with colleagues.

## What textbooks will I need?

The following textbooks are required for successful completion of this course. The books are available for purchase in the UCF Bookstore and through various online vendors.



### **Reading Maya Art**

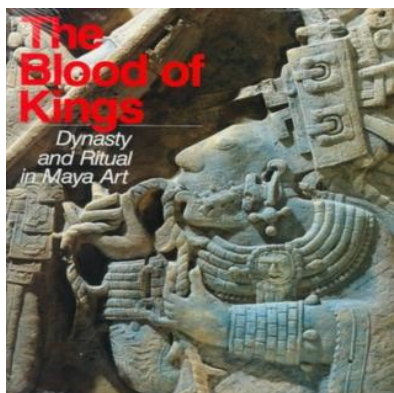
Author: A. Stone and M. Zender

Edition: 1st

Year: 2011

Publisher: Thames and Hudson

ISBN: 0500051682



### **The Blood of Kings: Dynasty and Ritual in Maya Art**

Author: L. Schele, et al.

Edition: Reprint Edition

Year: 1992

Publisher: George Braziller, Inc.

ISBN: 0807612782



# What are the course requirements?

This course begins on **January 7, 2019** and ends on **April 30, 2019**. Over this period, you will be expected to:

- review online module materials and assigned readings
- complete an online, course initiation activity
- participate in all class discussions, class presentations, and course activities
- write two annotations of peer-reviewed publications each week, which will be compiled into a course bibliography
- provide three topical focus presentations and serve as discussion leader for that week's course discussion
- write a problem-based research paper, which will be presented in a final professional seminar

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

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

# How will I be evaluated and graded?

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

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

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

| <b>Assignment</b> | <b>Percentage</b> |
|-------------------|-------------------|
| Attendance        | 5%                |
| Participation     | 10%               |
| Discussion Leader | 20%               |
| Bibliography      | 10%               |
| Abstract          | 5%                |
| Draft             | 10%               |
| Critique          | 10%               |
| Final Paper       | 15%               |

Final Presentation 15%

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

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

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

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

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

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

## How is academic integrity maintained?

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

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

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

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

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

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

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

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

## How do I receive disability accommodations?

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

## What are the course technology and software requirements?

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



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



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



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

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

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

## What about copyright and third-party software?

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

In addition, third parties (on sites such as Study Blue, Chegg, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from this class **without my authorization**. Please be aware that **this is a violation of copyright** and such class materials have been known to contain extensive errors or outdated information, which could affect your performance or grade. **Use these materials at your own risk.**

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

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

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

| Class Date | Topic                                              | Presenter |
|------------|----------------------------------------------------|-----------|
| Jan 8      | Introduction and Orientation                       |           |
| Jan 15     | Defining Art and Iconography                       |           |
| Jan 22     | Iconographic Method                                |           |
| Jan 29     | Image, Word, Time, and Written and Oral Traditions |           |
| Feb 5      | The Star Gods and Cosmogony                        |           |
| Feb 12     | The Natural World                                  |           |
| Feb 19     | The Human Form                                     |           |
| Feb 26     | Daily Labors and Courtly Life                      |           |
| Mar 5      | The Rubber Ball Game                               |           |
| Mar 12     | <b>NO CLASS - SPRING BREAK</b>                     |           |
| Mar 19     | Rituals of Blood                                   |           |
| Mar 26     | Conflict and Resolution                            |           |
| Apr 2      | Death and Apotheosis                               |           |
| Apr 9      | Space and Place                                    |           |
| Apr 16     | Presentations and Discussion                       |           |
| May 23     | Final Paper due                                    |           |

## Course Summary:



## 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 2019</i>                           |
| Office:     | <i>Phillips Hall 309-E</i>                | Credit Hours    | <i>3</i>                                     |
| Phone:      | <i>(407) 823-4962</i>                     | Class Meeting   | <i>W</i>                                     |
| E-Mail:     | <i>scott.branting@ucf.edu</i>             | Days:           |                                              |
|             |                                           | Class Meeting   | <i>3:00pm – 5:50pm</i>                       |
|             |                                           | Hours:          | <i>April 24<sup>th</sup> 1:00pm – 3:50pm</i> |
| Website:    | <i>Canvas</i>                             | Class Location: | <i>HPA1 – 104</i>                            |
| Office      | <i>Dr. Branting M 1:00-3:00 or by</i>     | TA:             | <i>Rodrigo Guzman</i>                        |
| Hours:      | <i>appointment</i>                        | TA email:       | <i>mrguzman@knights.ucf.edu</i>              |
|             | <i>Rodrigo T 1:00-2:00, W 11:00-12:00</i> |                 |                                              |
|             | <i>or by appointment</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 3 <sup>rd</sup> , 2019 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>9  | 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>16 | 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>23 | 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>30 | 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>6  | 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>13 | 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>20 | 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>27 | 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>6  | 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>13 | <b>SPRING BREAK</b><br><br><b>NO CLASS</b>                                                                                                        |                                                                                                                                                                                                 |
| 11 | W | Mar.<br>20 | Proposal Preparation Session                                                                                                                      |                                                                                                                                                                                                 |
| 12 | W | Mar.<br>27 | Proposal Preparation Session                                                                                                                      |                                                                                                                                                                                                 |
| 13 | W | Apr.<br>3  | The Future of GIS<br><br><b>ASSIGNMENT DUE AT START OF CLASS</b><br><b>Wednesday Apr 3</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>10 | STUDENT PRESENTATIONS                                          |  |
| 15     | W | Apr.<br>17 | STUDENT PRESENTATIONS                                          |  |
| Finals | W | Apr.<br>24 | *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  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni  
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti  
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel  
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt  
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval  
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.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

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2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

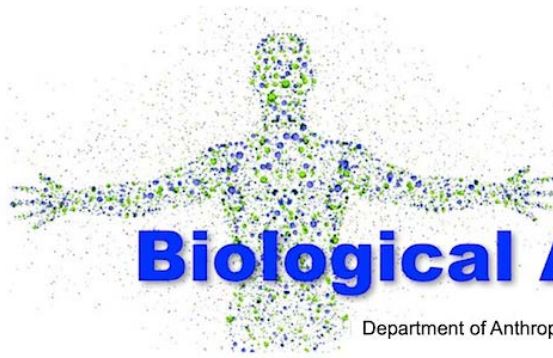
2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.



ANG 6587 Spring 2019 Grad Seminar

# Biological Anthropology

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

## Course Information

**Course name:** Seminar in Biological Anthropology  
**Course ID:** ANG 6587 (0001)  
**Credit hours:** 3.0 hours  
**Semester/year:** Spring 2019  
**Location & time:** Tuesday 6:00-8:50pm in HPH 409M

## Professor Contact

**Instructor:** Dr. Lana Williams  
**Main office:** Phillips Hall 309F  
**Office hours:** Tuesday 2:30-4:30pm (UCF Main Campus) or by appointment  
**Phone:** 407-823-2227  
**E-mail:** via WebCourses Inbox (or lana.williams@ucf.edu)

## University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.

**Prerequisites:** Admission to Anthropology MA or CI.

## What is this course about?

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research on human evolution and the biological basis for human diversity and behavior. Using analytical discussion as our foundation, we will examine the major questions and issues facing biological anthropologists today.

Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories
- Molecular genomics, population and behavioral genetics and evolutionary forces
- Human and primate behavioral and cognitive evolution
- Functional and adaptive nature of human diversity and biological variation
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course
- Evolutionary and contemporary biocultural perspectives on human health, including nutrition and adaptive immunity

## What skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

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

- Speak knowledgeably about core theoretical concepts that are fundamental to biological anthropology, including their historical development.
- Explore new and unfamiliar problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Critically evaluate central empirical evidence relevant to our place in nature, our evolutionary history, and biological diversity of our species today.
- Produce high-quality written work that addresses specific points in research design, methodological applications, or context and use of empirical evidence.
- Present information in a manner that engages in scholarly dialogues with colleagues and also reflects on the generation and dissemination of that knowledge.
- Actively contribute to a better understanding of biological anthropology through group interaction and discussion.

## What textbooks will I need?

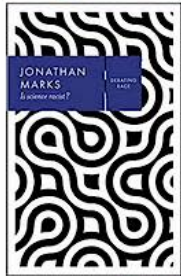
The following **required textbooks** will be used as an introductory reader and writing guide for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



### ***The Alternative Introduction to Biological Anthropology***

Author: J. Marks  
Edition: 2nd edition  
Year: 2018  
Publisher: Oxford University Press  
ISBN: 9780190490997

Available in paperback, eBook and rental formats



### ***Is Science Racist?***

Author: J. Marks  
Edition: 1st edition  
Year: 2017  
Publisher: Polity  
ISBN: 9780745689227

Available in paperback and eBook formats



### ***The Elements of Style***

Author: W. Strunk and E.B. White  
Edition: 4th edition (or newer)  
Year: 1999 (may differ depending on format)  
Publisher: Longman  
ISBN: 9781455549436

Available in paperback and eBook formats

## Is the course accessible for students with disabilities?

UCF 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 completing your assignments, it is your responsibility to make the necessary arrangements** within the SAS facilities.

## What are the course requirements?

This course begins on **January 07, 2019** and ends on **April 30, 2019**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- complete weekly assigned reading;
- participate in weekly online forum and class discussions;
- serve as seminar leader for one class meeting;
- write one annotation of a peer-reviewed publication each week and contribute to the course bibliography;
- write 10 weekly critical summary papers and participate in peer reviews of written work;
- produce a critical assessment paper and present your findings in a final course seminar.

All graded work is due on an assigned schedule, and once an assignment due date has passed, it will no longer be accepted for late grading unless approved by the professor. Please **note the due dates carefully**. I will not reopen a missed assignment unless there is a valid, verifiable excuse (see section below on missed class discussions and assignments). You are advised of this from the start, and you should recognize that it is your academic 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 the seminar, 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 very helpful guides on writing and leading seminar discussion. If you have not already done so, **please obtain the required textbooks as soon as possible.**

All UCF faculty are required to document students' academic activity at the beginning of each course. In order to meet this requirement, please submit your initial online forum contribution in **FORUM 1: Validating Science?** in **MODULE 1** by **05:00pm on JAN 11, 2019**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding.**

## How will I be evaluated and graded?

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

|                                                 |            |                    |
|-------------------------------------------------|------------|--------------------|
| <b>Article annotations</b> (5 points each)      | 65 points  | 20% of final grade |
| <b>Forum contributions</b> (10 points each)     | 130 points | 20% of final grade |
| <b>Critical summary papers</b> (10 points each) | 100 points | 20% of final grade |
| <b>Participation:</b>                           | 70 points  | 20% of final grade |
| • Peer review process (5 points each)           |            |                    |
| • Discussion expert presentation (20 points)    |            |                    |
| <b>Final paper and presentation:</b>            | 80 points  | 20% of final grade |
| • Topic approval (10 points - pass/revise)      |            |                    |
| • Research paper (50 points)                    |            |                    |
| • Final seminar presentation (20 points)        |            |                    |

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Article annotations:** You will need to submit one annotation of a peer-reviewed publication each week and contribute your work to the online course bibliography. On average, you should expect to spend approximately 30-45 minutes writing and editing your annotations prior to submission.
- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take about 30 minutes to complete.
- **Critical summary papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper addresses specific points in research design, methodological applications, or context and use of empirical evidence in a selected seminar reading. On average, you should expect to spend approximately 2 hours writing and editing your paper prior to submission.
- **Participation:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend approximately 30-45 minutes reading and writing review comments each week that a paper is submitted. The remaining portion of your participation grade is based on your performance as seminar leader for one class meeting. You are expected to prepare a presentation that delves into a discussion topic relevant to assigned readings. On average, you should expect to spend approximately 2-3 hours preparing your presentation prior to class.
- **Final paper and presentation:** You will need to demonstrate that you can critically evaluate methods, theoretical concepts and foundational literature in biological anthropology by writing and presenting a final research paper. You are expected to submit a topic proposal for approval, a research paper on the topic, and share your findings in a final seminar presentation. On average, you should expect to spend a minimum of 20-30 hours over the term on this final paper and presentation.

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

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



Incomplete grades 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.

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

## *How do I view my grades?*

You can access your grades for assignments through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, annotation and forum discussion assignments grades will be available within five days after the final due date. For critical summary papers and presentations, grades will be available within ten days after the final due date.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

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

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

- 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.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you 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 are a **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- If you find yourself in a situation where you are **going to miss a seminar meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed seminar meeting date** (if medically possible).

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

To be fair to everyone involved in the weekly peer reviewer process, **only work submitted on time will be peer reviewed and graded.** Once again, it is your academic responsibility to check the course schedule for assignment and peer review due dates.

## *How is respect for diversity maintained?*

This seminar 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 seminar 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 any course work will not be tolerated and will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' grade for the entire course) and will be referred to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). Please see the [UCF Golden Rule](#) for clarity on what constitutes academic misconduct and the processes of action. All written work in this course is **automatically reviewed** for plagiarism during the grading process.

I will assume your enrollment in this course means that you will adhere to the academic creed of this University and you will maintain the highest standards of academic integrity. In other words, do not 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. Plagiarism evaluation systems **will detect it and provide a traceable report listing the sources** that you used.

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

## Why should I use WebCourses Inbox?

Our **official mode of communication is the secure WebCourses Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. 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 and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

## What are the technology and software requirements?

At a minimum, you will need the following for this course:

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

You are expected to have access to Adobe Reader and PowerPoint Viewer, or the equivalent (through [Office 365](#)) on the computer commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please visit the following websites to access and install or upgrade to the most current versions of these products:



[Get Adobe Reader](#) <sup>↗</sup>



[Get PowerPoint Viewer](#) <sup>↗</sup>

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

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

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

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

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

## 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 blogs or wikis. 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 me for assistance.

## What do I do if there is a campus emergency?

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

- In case of emergency, dial 911 for assistance.
- Access the [UCF Emergency Guide](#) for specific information and actions.

To learn more about UCF campus safety and emergency preparedness, please review the information and video located in [THE BASICS: What Do I Need to Know . . .?](#) section of the COURSE INTRO module.











## What is the seminar discussion and assignment schedule?

Changes to the course discussion and assignment schedules are not expected but may occur. As your professor, I reserve the right to make reasonable adjustments to the discussion and assignment schedule. **You will be notified of any changes through Announcements** in WebCourses.

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

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

## Course Summary:

| Date             | Details                                                                                                                                              |                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 11, 2019 |  <a href="#">FORUM 1: Validating 'science'?</a>                   | due by 5pm     |
| Mon Jan 14, 2019 |  <a href="#">ANNOTATION 1: Science of Biological Anthropology</a> | due by 5pm     |
| Fri Jan 18, 2019 |  <a href="#">FORUM 2: Darwin and Culture?</a>                     | due by 5pm     |
| Sun Jan 20, 2019 |  <a href="#">PAPER 1: Value of 'Biocultural'</a>                  | due by 11:59pm |
| Mon Jan 21, 2019 |  <a href="#">ANNOTATION 2: Darwin's Theory</a>                    | due by 5pm     |
| Fri Jan 25, 2019 |  <a href="#">FORUM 3: Ethical Codes?</a>                          | due by 5pm     |
| Sun Jan 27, 2019 |  <a href="#">PAPER 2: Meaning of the Gene</a>                     | due by 11:59pm |
| Mon Jan 28, 2019 |  <a href="#">ANNOTATION 3: Molecular Genomics and Us</a>          | due by 5pm     |
| Fri Feb 1, 2019  |  <a href="#">FORUM 4: Genetic Diversity?</a>                      | due by 5pm     |
| Sun Feb 3, 2019  |  <a href="#">PAPER 3: Changing the Pool</a>                       | due by 11:59pm |

|                  |                                                                                                                                         |                |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Mon Feb 4, 2019  |  ANNOTATION 4: Microevolution in the Gene Pool         | due by 5pm     |
| Fri Feb 8, 2019  |  FORUM 5: Got a preference?                            | due by 5pm     |
| Sun Feb 10, 2019 |  PAPER 4: Sex and Selection                            | due by 11:59pm |
| Mon Feb 11, 2019 |  ANNOTATION 5: Let's Talk About Sex (and Reproduction) | due by 5pm     |
| Fri Feb 15, 2019 |  FORUM 6: Species or Not?                              | due by 5pm     |
| Sun Feb 17, 2019 |  PAPER 5: Taxonomy vs. Diversity                       | due by 11:59pm |
| Mon Feb 18, 2019 |  ANNOTATION 6: Natural Order of Things Primates        | due by 5pm     |
| Tue Feb 19, 2019 |  FINAL PAPER: Topic Approval                           | due by 11:59pm |
| Fri Feb 22, 2019 |  FORUM 7: Primate Culture?                             | due by 5pm     |
| Sun Feb 24, 2019 |  PAPER 6: Explaining Uniqueness                        | due by 11:59pm |
| Mon Feb 25, 2019 |  ANNOTATION 7: Fundamentally Human (Or Not)            | due by 5pm     |
| Fri Mar 1, 2019  |  FORUM 8: Tree, Bush or Network?                       | due by 5pm     |
| Mon Mar 4, 2019  |  ANNOTATION 8: From Hominoid to Hominin                | due by 5pm     |
| Fri Mar 8, 2019  |  FORUM 9: Accepting Biological Race?                   | due by 5pm     |
| Sun Mar 10, 2019 |  PAPER 7: Rejecting Biological Race                    | due by 11:59pm |
| Mon Mar 18, 2019 |  ANNOTATION 9: Different Is Different (Or Not)       | due by 5pm     |
| Fri Mar 22, 2019 |  FORUM 10: Your Extreme?                             | due by 5pm     |
| Mon Mar 25, 2019 |  ANNOTATION 10: Adapting to Extremes and Niches      | due by 5pm     |
| Fri Mar 29, 2019 |  FORUM 11: An Evolved Adolescence?                   | due by 5pm     |
| Sun Mar 31, 2019 |  PAPER 8: Living a Long Life History                 | due by 11:59pm |
| Mon Apr 1, 2019  |  ANNOTATION 11: In Between Birth and Death           | due by 5pm     |
| Fri Apr 5, 2019  |  FORUM 12: Taste Yucky?                              | due by 5pm     |
| Sun Apr 7, 2019  |  PAPER 9: Carnivores or Wheatarians?                 | due by 11:59pm |
| Mon Apr 8, 2019  |  ANNOTATION 12: Our Evolutionary Banquet             | due by 5pm     |
| Fri Apr 12, 2019 |  FORUM 13: Current Petri Dish?                       | due by 5pm     |
| Sun Apr 14, 2019 |  PAPER 10: Past and Future Disease-scapes            | due by 11:59pm |
| Mon Apr 15, 2019 |  ANNOTATION 13: The Evolutionary Petri Dish          | due by 5pm     |
| Mon Apr 22, 2019 |  FINAL PAPER: Research Paper                         | due by 11:59pm |
| Mon Apr 29, 2019 |  FINAL PAPER: Seminar Presentation                   | due by 11:59pm |
| Tue Apr 30, 2019 |  PARTICIPATION: Peer Review Process                  | due by 6pm     |
|                  |  PARTICIPATION: Seminar Discussion Leader            | due by 6pm     |

# ANG6740C: Advanced Forensic Anthropology

Department of Anthropology  
College of Sciences, University of Central Florida

## COURSE SYLLABUS- Spring 2019

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|               |                                                                       |                             |                    |
|---------------|-----------------------------------------------------------------------|-----------------------------|--------------------|
| Instructor:   | <i>John J. Schultz, Ph.D.</i>                                         | <i>Class Meeting Days:</i>  | <i>Monday</i>      |
| Office:       | <i>Phillips Hall 409T</i>                                             | <i>Class Meeting Hours:</i> | <i>3:00-5:50pm</i> |
| Phone:        | <i>407-823-1180</i>                                                   | <i>Class Location:</i>      | <i>MAP 149</i>     |
| E-Mail:       | <i><a href="mailto:john.schultz@ucf.edu">john.schultz@ucf.edu</a></i> |                             |                    |
| Office Hours: | <i>Monday 12:45- 2:45pm; or<br/>by appointment</i>                    |                             |                    |

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### University Course Catalog Description

Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

### Course Objectives

After completing this course students will develop a proficiency in the following areas:

- Human identification methods of the skeleton
- Non-human osteological identification
- Taphonomic and pathological analysis of the skeleton
- Critiquing forensic anthropology case studies
- Writing forensic osteology reports

### Course Description

This will be an advanced forensic anthropology course that will focus on laboratory methods of the human skeleton. It will be expected that each student is proficient in human osteology, including small fragment identification, and basic laboratory methods of skeletal analysis prior to taking this course. This course will provide students with more advanced skeletal identification methods, basic pathological and taphonomic analysis of the skeleton, and fundamental knowledge of forensic anthropology casework.

### Course Prerequisites

Graduate student in Anthropology MA program and proficiency in fragmentary osteology.

## Recommended Textbooks

Christensen AM, Passalacqua NV, and Bartelink EJ. 2014. Forensic anthropology: Current methods and practices. Oxford: Academic Press.

***\*A list of required article readings will be posted at least a week before each class period.***

## Basis for Final Grade

Your final grade will be based out of a total of 500 points and will be derived from 10 laboratory reports, class participation and discussion, 10 article critiques, two practical examinations, and a literature review paper and presentation. Details of the requirements will be discussed in class.

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| <b>Assessment</b>                      | <b>Points</b> | <b>Percent of Final Grade</b> |
|----------------------------------------|---------------|-------------------------------|
| Posting                                | 1             | 0.2%                          |
| Ten Laboratory Case Reports            | 140           | 28%                           |
| Class Participation                    | 15            | 3%                            |
| Practical Examination I                | 84            | 16%                           |
| Practical Examination II               | 100           | 20%                           |
| Literature Review Paper & Presentation | 160           | 32%                           |
| Total                                  | 500           | 100.0%                        |

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

Verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

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

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

## **Practical Examinations (184 points)**

There will be two practical examinations. Practical I will focus on human and nonhuman osteology. Refer to the Tim White Osteology (3<sup>rd</sup> edition) textbook for osteology terminology. Practical II will also include human and nonhuman osteology. In addition, the Practical II will include skeletal methods that were applied to the casework throughout the class.

## **Ten Skeletal Cases (140 points): Refer to Handout for Additional Information**

There are ten required skeletal cases. The cases will involve writing a complete and fully referenced case report with images and tables. Grading will be based on your ability to correctly identify and analyze bones, as well as write-up the results. Paper expectations will be discussed during class and a handout will also be provided with directions.

## **Final Paper and Presentation (160 points): Refer to Handout for Additional Information**

### Paper Topics

Paper topics must be approved by Dr. Schultz and must be relevant to Forensic Anthropology. Also, topics dealing with bioarchaeology and general paleopathology are not appropriate for this course.

### Outlines due February 15 (10 points)

Paper outlines must include a number of components:

- 1) A paper title.
- 2) An abstract providing an overview of your paper.
- 3) A detailed bulleted outline of your paper including headings and subheadings with in-text citations that is 2-3 pages in length not including your Literature Cited section.
- 4) A minimum of 20 references (AJPA style) with the majority of references in forensic and osteology journals and books. Website references are not permitted.

I will expect that you will consider my outline comments when you are writing your final paper draft.

### Paper (100 points)

You will be required to write a fully referenced (AJPA style) literature review paper with a minimum of 30 references that is 20 pages in text length (double spaced, 1 inch margins, and Times New Roman font). The cover page, literature cited, figures and tables are not included when calculating the text length. . Additional paper guidelines will be discussed in class. Further, I expect summary tables and flow charts that are created based on the information synthesized

from your literature search. Paper expectations will be discussed during class and a handout will also be provided with directions.

Presentations (50 points)

In addition, presentations will follow a professional meeting format such as the American Association of Physical Anthropologists and will be presented using PPT. All text, tables and images must be properly cited. Further, you will be allotted 15 minutes for your presentation that includes time for questions. You should expect to talk for around 13 minutes (you must talk for at least 12.5 minutes and a maximum of 14 minutes) to leave time for questions, and you must ask at least three total questions during the class presentations.

Final Paper and Presentation Dates

|            |                                                                                   |
|------------|-----------------------------------------------------------------------------------|
| February 4 | Paper outlines and bibliography (10 points)                                       |
| March 18   | Submit complete draft of paper for review (optional); do not submit partial paper |
| April 15   | Class presentations (50 points)                                                   |
| April 22   | Final day to turn in your completed paper (100 points)                            |

**Grading Scale**

Your grades will be based on your performance for the class. Therefore, please do not ask the professor to change your final grade. The +/- system will be used in this course. These percentages correspond to the following letter grades:

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

**Grade Dissemination**

We will go over graded materials during class time.

**Course Policies: Grades**

**Practical Examinations:** Prior to starting the practical, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam.



**Paper Requirements:** Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

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

**Final Grades:** I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve your study and comprehension skills.

#### **Course Policies: Technology and Media**

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

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

#### **Course Policies: Student Expectations**

**Attendance Policy:** No make-up assignments will be permitted if you do not turn in this assignment by the due date. You are permitted to send me your assignment via my email before class starts if you cannot make the class. Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you may need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask

questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

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

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you've written (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.

### **Course Policies: Technology and Media**

**Email:** I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. However, 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.

**CANVAS:** You are expected to visit the course website on Canvas, and your Knights email, regularly for any updates sent by me and for keeping current with the course material. In addition, partial PowerPoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline.

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

## Important UCF Dates to Remember

- Drop/Swap deadline: January 10
- Add deadline: January 11
- Grade forgiveness deadline: April 22
- Withdrawal deadline: March 20

## Course Schedule

I reserve the right to make reasonable modifications to the course schedule.

| Week  | Date     | Lab Topics                                                                   | Case Report Schedule |
|-------|----------|------------------------------------------------------------------------------|----------------------|
| Wk 1  | Jan 7    | Introduction to Laboratory Techniques;<br>Non-human Lab                      |                      |
| Wk 2  | Jan 14   | Non-human Lab; Report Writing;<br>Osteometric Landmarks & Measurement<br>Lab |                      |
| Wk 3  | Jan 21   | No Class: Martin Luther King Jr. Day                                         | 5 Pts                |
| Wk 4  | Jan 28   | Sequencing Ribs; Teeth; FORDISC 3.0<br>Discussion                            | 10 Pts               |
| Wk 5  | Feb 4    | Open Study Lab                                                               | 10 Pts               |
| Wk 6  | Feb 11   | <b>Practical Exam 1</b>                                                      |                      |
| Wk 7  | Feb 18   | Forensic Context and Non-forensic<br>Remains                                 | 10 Pts               |
| Wk 8  | Feb 25   | Sex and Aging                                                                | 10 Pts               |
| Wk 9  | Mar 4    | Ancestry and Stature                                                         | 10 Pts               |
| Wk 10 | Mar 11   | <b>Spring Break Week</b>                                                     |                      |
| Wk 11 | Mar 18   | Taphonomy                                                                    | 15 Pts               |
| Wk 12 | Mar 25   | Antemortem Conditions                                                        | 20 Pts               |
| Wk 13 | April 1  | Antemortem Conditions                                                        |                      |
| Wk 14 | April 8  | Perimortem Trauma                                                            | 20 Pts               |
| Wk 15 | April 15 | <b>Presentations</b>                                                         |                      |
| Wk 16 | April 22 | <b>Open Study Lab</b>                                                        | 30 Pts               |
| Wk 17 | April 29 | <b>Practical Exam 2 (4:00-6:50 PM)</b>                                       |                      |

## **List of References to use for Class Discussions and When Writing Your Case Reports**

### **Week 1 and 2: Introduction to Laboratory Techniques Non-Human Remains, Osteometric Landmarks & Measurement Lab**

#### **Is It Bone?**

Stout SD. 2008. Small bones of contention. In: Steadman DW, editor. *Hard Evidence: Case studies in forensic anthropology*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 239-247.

Ubelaker DH. 2002. The use of SEM/EDS analysis to distinguish dental osseous tissue from other materials. *J Forensic Sci.* 47(6):940-943.

Ubelaker DH. 1998. The evolving role of the microscope in forensic anthropology. In: Reichs KJ, editor. *Forensic Osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 514-532.

#### **Is It Human?**

Mulhern DM. 2009. Differentiating Human from nonhuman skeletal remains In: Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and Archaeology*. Walnut Creek: Left Coast Press p 151-152.

Ubelaker DH, Lowenstein JM, Hood DG. 2004. Use of solid-phase double-antibody radioimmunoassay to identify species from small skeletal fragments. *J Forensic Sci.* 49(5): 924-929.

Non-Human manuals will also be available

### **Week 4: Introduction to FORDISC 3.0**

Jantz RL and Ousley SD. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 253-269.

Jantz RL and Ousley SD. 2012. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *A companion to forensic anthropology*. NY: Wiley-Blackwell. p 311-329.

Ousley S and Hollinger RE. 2009. A forensic analysis of human remains from a historic conflict in North Dakota. In: Steadman DW, editor. *Hard evidence: Case studies in forensic anthropology*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 91-102.

### **Week 7: Human Remains: Identifying the Forensic Context**

Berryman HE et al. 1997. Recognition of cemetery remains in the forensic setting. In: Haglund, WD and Sorg, MH, editors. *Forensic taphonomy: The postmortem fate of human remains*. Boca Raton: CRC Press. p 165-169.

Forbes S and Nugent K. 2009. Dating of anthropological remains of forensic interest. In: Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and archaeology*. Walnut Creek: Left Coast Press. p 164-173.

- Schultz JJ. 2012. Determining the forensic significance of skeletal remains. In: Dirkmaat DC, editor. *A companion to forensic anthropology*. Hoboken: Blackwell Publishing Company. p 66-84.
- Ubelaker DH. 2011. Artificial radiocarbon as an indicator of recent origin of organic remains in forensic cases. *J Forensic Sci.* 46(6):1285-1287.

## **Week 8: Sexing and Aging**

### **Sexing**

- Berg GE. 2013. Determining the sex of unknown human skeletal remains. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 139-159.
- Byers SN. 2008. *Introduction to Forensic Anthropology, Third Edition, Attribution of Sex chapter*. NY: Allyn & Bacon, Inc.
- Klales AR, Ousley SD and Vollner JM. 2012. A revised method of sexing the human innominate using Phenice's nonmetric traits and statistical methods. *Am J Phys Anthropol* 149:104-114.
- Phenice TW. 1967. A newly developed visual method of sexing the os pubis. *Am J Phys Anthropol* 30:297-302.
- Sutherland LD and Suchey JM. 1991. Use of the ventral arc in pubic sex determination. *J Forensic Sci.* 36(2):501-511.
- Walker PL. 2008. Sexing skulls using discriminant function analysis of visually assessed traits. *Am J Phys Anthropol* 136:39-50.
- Walsh-Haney H, Katzmarzyk K, and Falsetti AB. 1999. Identification of human skeletal remains: was he a she or she a he? In: Scott I. Fairgrieve, editor. *Forensic osteological analysis: a book of case studies*. Springfield: Charles C. Thomas. p 17-35.

### **Aging – Dental**

- Mincer HH, Harris EF, and Berryman, HE. The ABFO. study of third molar development and its use as an estimator of chronological age. *J Forensic Sci.* 38(2):379-390.
- Moorrees CFA, Fanning EA and Hunt EE. 1963. Age variation of formation stages for ten permanent teeth. *J Dent Res* 42(6):1490-1502.
- Smith HB. 1991. Standards of human tooth formation and dental age assessment. In: *Advances in dental anthropology*. Marc A. Kelley and Clark Spencer Larsen eds. New York: Wiley-Liss, Inc., p 143-168.

### **Aging General**

- Berg GE 2008. Pubic bone age estimation in adult women. *J Forensic Sci.* 53(3):569-577.
- Brooks S and Suchey JM, 1990. Skeletal determination of age based on the os pubis: A comparison of the Acsádi-Nemeskéri and Suchey-Brooks methods. *Human Evolution* 5(3) p 227-238
- Buckberry and Chamberlain. 2002. Age estimation from the auricular surface of the ilium: A revised method. *Am J Phys Anthropol* 119:231-239.

- Iscan MY and Loth SR. 1984. Determination of age from the sternal rib in white males: A test of the phase method. *J Forensic Sci.* 31(1) p 122-132.
- Iscan MY and Loth SR. 1985. Determination of age from the sternal rib in white females: A test of the phase method. *J Forensic Sci.* 31(3) p 990-999.
- Lovejoy CO, Meindl RS, Pryzbeck TR, and Mensforth RP. 1985. Chronological metamorphosis of the auricular surface of the ilium: a new method for the determination of adult skeletal age. *Am J Phys Anthropol* 68:15-28.
- Meindl RS and Lovejoy CO. 1985. Suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. *Am J Phys Anthropol* 68:57-66.
- Myers J and Katz D. In: Reichs KJ, editor. Applications of pubic age determination in a forensic setting. *Forensic osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 204-236.
- Osborn DL, Simmons, TL and Nawrocki SP. 2004 – Reconsidering the auricular surface as an indicator of age at death. *J Forensic Sci.* 49(5):1-7.**
- Shirley NR, Faziollah AE, Tersigni-Tarrant. 2013. Age Estimation Methods. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic Anthropology: An Introduction*, Boca Raton: CRC Press. p. 161-179.
- Ubelaker Aging chart
- Webb PAO and Suchey JM. 1985. Epiphyseal union of the anterior iliac crest and medical clavicle in a modern multiracial sample of American males and females. *Am J Phys Anthropol* 68:457-466.

## **Week 10: Ancestry and Stature**

### **Ancestral Morphological Approaches**

- Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Ancestry chapter. NY: Allyn & Bacon, Inc.
- Gill GW. 1995. Challenge on the frontier: discerning American Indians from whites osteologically. *J Forensic Sci.* 40:783-788.
- Gill GW. 1998. Craniofacial criteria in the skeletal attribution of race. In: Reichs KJ, editor. *Forensic osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 293-318.
- Hefner JT. 2009. Cranial morphoscopic traits and the assessment of American black, American white, and Hispanic ancestry. In: Berg BE and Taala SC, editors. *Biological affinity in forensic identification of human skeletal remains*. NY: CRC Press. p. 27-41.

### **Stature**

- Ousley S. 1995. Should we estimate biological or forensic stature? *J Forensic Sci.* 40(5):768-773.
- Shirley NS. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic anthropology: An introduction*. Boca Raton: CRC Press. p 245-251.

### **Week 11: Taphonomy**

- Dupras TL, Schultz JJ. 2013. Taphonomic Bone Staining and Colour Changes in Forensic Contexts. In: Pokines JT, Symes SA (eds.): *Manual of Forensic Taphonomy*. Boca Raton, FL: CRC Press, p. 317-324.
- Nawrocki SP. 2009. Historical Development of Forensic Anthropology: Perspectives from the United States. In Blau S and Ubelaker DH, editors. *Handbook of forensic anthropology and archaeology*, Walnut Creek: Left Coast Press. p 285-293.
- Pokines J and Symes SA. 2013. *Manual of forensic taphonomy*. Boca Raton: CRC Press.
- Pokines JT, Tersigni-Tarrant MA. 2013. Taphonomic Processes: Animal Scavenging. In: Tersigni-Tarrant MA and Shirley NR, editors. *Forensic Anthropology: An Introduction*, Boca Raton: CRC Press. p 225-338.

### **Weeks 12 & 13: Antemortem Conditions**

- Lovell NC. 2008. Analysis and Interpretation of Skeletal Trauma. In: Kateszenburg MA and Saunders SR, editors. *Biological Anthropology of the Human Skeleton*. 2<sup>nd</sup> ed. New Jersey: Wiley-Liss. p 341-386.
- Merbs C. 1989. Trauma. In: Iscan MY, Kennedy KAR, eds. *Reconstruction of Life From the Skeleton*. NY: Alan R. Liss, Inc. p 161-189.
- Ortner DJ. 2011. Differential diagnosis and issues in disease classification. In: A Companion to Paleopathology. Anne L. Grauer ed. P 191-214. Oxford: Wiley Blackwell.
- Symes et al. 2013. Taphonomy and the timing of bone fractures in trauma analysis. In: Pokines J and Symes SA eds. *Manual of Forensic Taphonomy*. Boca Raton: CRC Press.
- Sauer N. 1998. The timing of injuries and manner of death: Distinguishing among antemortem, perimortem and postmortem trauma. In Reichs KJ, editor. *Forensic osteology: Advances in the identification of human remains*, 2<sup>nd</sup> ed. Springfield: Charles C. Thomas. p 321-332.

### **Week 14: Perimortem Trauma: Gunshot Wounds and Blunt Force Trauma**

- Berryman HE and Haun SJ. 1996. Applying forensic techniques to interpret cranial fracture patterns in an archaeological specimen. *Int J of Osteoarchaeology* 6:2-9.
- Berryman HE, Smith OC, and Symes SA. 1995. Diameter of gunshot wounds as a function of bullet caliber. *J Forensic Sci.* 40(5):751-754.
- Smith OC, Pope J, and Symes SA. 2009. Look until you see: identification of trauma in skeletal material. In: Steadman DW, editor. *Hard evidence: Case studies in forensic anthropology*. 2<sup>nd</sup> ed. Upper Saddle River: Prentice Hall. p 190-204.

# UCF Policy Statements

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- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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- Students with special needs related to emergency situations should speak with their instructors outside of class.
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### Third-Party Software and FERPA

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

# ANG6930-19Spring 0001

[Jump to Today](#) Edit

## ANG 6930: Seminar in Cultural Anthropology

Department of Anthropology, College of Sciences

3 Credit Hours

### Instructor Information

- Instructor: Beatriz M. Reyes-Foster
- Office Location: HPH 409I
- Office Hours: Tuesdays 1:00 PM-3:00 PM
- Phone: (407)823-2206
- Digital Contact: Webcourses

### Course Information

- Term: Spring 2019
- Course Name: Seminar in Cultural Anthropology
- Credit Hours: 3
- Class Meeting Days: Thursdays
- Class Meeting Time: 6:00 pm-8:50 pm
- Class Location: HPH 409M

### Enrollment Requirements

Course Prerequisites (if applicable): Admission to the MA in Anthropology Program or Permission from Instructor

### Course Description

This course is a graduate-level introduction to cultural anthropology, a field whose primary focus is on understanding sociocultural forms of contemporary life. It will provide an overview of theories, concepts, and issues that have been central to cultural anthropology. This course takes an ethnographically grounded approach, using specific ethnographic texts as theoretical cornerstones to understand the application of various anthropological theories in contemporary ethnographic writing. Course materials include foundational texts as well as ethnographic examples that illustrate how cultural anthropologists utilize social theories and concepts to analyze a variety of phenomena. This course will be conducted as a seminar; it emphasizes preparation, active participation, and open engagement with the assigned readings. Therefore,

in addition to written assignments, we will collaboratively examine the complex yet fascinating intellectual history, research, and insights of cultural anthropology.

## Course Materials and Resources

### Required Materials/Resources

- DeLeón, Jason. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press. ISBN 978-0-28275-9
- Bailey, Marlon. *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit*. Ann Arbor: University of Michigan Press. ISBN 978-0-472-05196-0
- Davis, Jenny. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. Tucson: The University of Arizona Press. ISBN 978-0-8165-3768-6

## Student Learning Outcomes

- To expose you to major theories, concepts, and issues in cultural anthropology
- To provide you with opportunities to identify and communicate complex ideas
- To encourage the development and advancement of your own research projects and interests using cultural anthropological insights

## Course Activities

### Class Structure

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

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a 50-minute segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a “fishbowl” panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

**Panelists:** Panelists will discuss the week’s readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it’s older reading, how does it play out or serve our thinking on the topic today? If it’s more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet

ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

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

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

[\\_ \(https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions\)](https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)

**Investigators:** Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. Please send me the bibliography by 7:00 a.m. the day of class.

## Course Requirements

### Attendance/Participation

Attendance for this course is required and monitored. You are allowed one unexcused absence during the semester. You must let Dr. Reyes-Foster know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. In these cases, you must provide Dr. Reyes-Foster with official documentation (doctor's note, copy of conference registration, etc.) explaining your absences. If you are absent for more than one class without an excuse, your attendance and participation grade (see below) will be negatively affected. If you will be attending or presenting at an academic conference which causes you to miss more than one class, please let Dr. Reyes-Foster know and we will discuss how you can make up the class.

### Annotated Bibliography

Over the semester, you will create an annotated bibliography. For each assigned reading, you will write a short annotation (150-200 words) to each assigned reading and upload it to Webcourses. An annotation briefly restates the main argument of a source. An annotation of an academic source, for example, typically identifies its argument (or thesis, research question, or hypothesis), how this argument is made, and its main conclusions. Keep in mind that identifying the argument of a source is a different task than describing or listing its contents. Rather than listing contents, an annotation should account for **why** the contents are there.

### Final Paper

You will write a final paper that incorporates your research interests with topics and readings discussed in this course. You should choose a topic that advances your thesis and allows you to draw connections between your thesis and cultural anthropology theory. This paper is an opportunity for you to go beyond course material to examine cultural anthropological literature not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words (not including bibliography), double-spaced, 1" margins on all sides, Times New Roman 12-point font, and Chicago Style citations. You will be provided with more information on the specific requirements on this paper later in the semester.

## Activity Submissions

All class work must be submitted through Webcourses

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

| Assignment             | Percentage of Grade |
|------------------------|---------------------|
| Annotated Bibliography | 30%                 |
| Final Paper            | 40%                 |
| Class Participation    | 30%                 |
| Total                  | 100%                |

| Letter Grade | Points          |
|--------------|-----------------|
| 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   |

Consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

You may access the course schedule by [following this link](#). Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library's document delivery service. YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

## University Services and Resources

### Academic Services and Resources

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

## Non-Academic Services and Resources

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If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

## Policy Statements

### Inclusive Classroom Statement

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

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








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












## Course Summary:

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**Date**

**Details**

| Date             | Details                                                                                                                                                                                                                                                                                                                                | due by 11:59pm |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Fri Jan 11, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005031">Introduction Post</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005031">(https://webcourses.ucf.edu/courses/1314150/assignments/6005031)</a>      | due by 11:59pm |
| Wed Jan 16, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005137">Week 2 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005137">(https://webcourses.ucf.edu/courses/1314150/assignments/6005137)</a>     | due by 11:59pm |
| Thu Jan 17, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032265">Week 2 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032265">(https://webcourses.ucf.edu/courses/1314150/assignments/6032265)</a>   | due by 11:59pm |
| Wed Jan 23, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005139">Week 3 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005139">(https://webcourses.ucf.edu/courses/1314150/assignments/6005139)</a>     | due by 11:59pm |
| Thu Jan 24, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032305">Week 3 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032305">(https://webcourses.ucf.edu/courses/1314150/assignments/6032305)</a>   | due by 11:59pm |
| Wed Jan 30, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005141">Week 4 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005141">(https://webcourses.ucf.edu/courses/1314150/assignments/6005141)</a>     | due by 11:59pm |
| Thu Jan 31, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032307">Week 4 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032307">(https://webcourses.ucf.edu/courses/1314150/assignments/6032307)</a>   | due by 11:59pm |
| Wed Feb 6, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005143">Week 5 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005143">(https://webcourses.ucf.edu/courses/1314150/assignments/6005143)</a>   | due by 11:59pm |
| Thu Feb 7, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034111">Final Paper Proposal</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034111">(https://webcourses.ucf.edu/courses/1314150/assignments/6034111)</a> | due by 11:59pm |
|                  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032309">Week 5 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032309">(https://webcourses.ucf.edu/courses/1314150/assignments/6032309)</a> | due by 11:59pm |
| Wed Feb 13, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005147">Week 6 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005147">(https://webcourses.ucf.edu/courses/1314150/assignments/6005147)</a>   | due by 11:59pm |
| Thu Feb 14, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032751">Week 6 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032751">(https://webcourses.ucf.edu/courses/1314150/assignments/6032751)</a> | due by 11:59pm |
| Wed Feb 20, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005149">Week 7 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005149">(https://webcourses.ucf.edu/courses/1314150/assignments/6005149)</a>   | due by 11:59pm |
| Thu Feb 21, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032769">Week 7 Participation</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032769">(https://webcourses.ucf.edu/courses/1314150/assignments/6032769)</a> | due by 11:59pm |
| Wed Feb 27, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005151">Week 8 Annotations</a><br><a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005151">(https://webcourses.ucf.edu/courses/1314150/assignments/6005151)</a>   | due by 11:59pm |

| Date             | Details                                                                                                                                                                                                                                                                                                                                                   |                |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Thu Feb 28, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032771">Week 8 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032771">https://webcourses.ucf.edu/courses/1314150/assignments/6032771</a> )                    | due by 11:59pm |
| Wed Mar 6, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005153">Week 9 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005153">https://webcourses.ucf.edu/courses/1314150/assignments/6005153</a> )                      | due by 11:59pm |
| Thu Mar 7, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034117">Final Paper Preliminary List of Sources</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034117">https://webcourses.ucf.edu/courses/1314150/assignments/6034117</a> ) | due by 11:59pm |
| Thu Mar 14, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032773">Week 10 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032773">https://webcourses.ucf.edu/courses/1314150/assignments/6032773</a> )                   | due by 11:59pm |
| Wed Mar 20, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005155">Week 11 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005155">https://webcourses.ucf.edu/courses/1314150/assignments/6005155</a> )                     | due by 11:59pm |
| Thu Mar 21, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032775">Week 11 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032775">https://webcourses.ucf.edu/courses/1314150/assignments/6032775</a> )                   | due by 11:59pm |
| Wed Mar 27, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005157">Week 12 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005157">https://webcourses.ucf.edu/courses/1314150/assignments/6005157</a> )                     | due by 11:59pm |
| Thu Apr 4, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032779">Week 13 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032779">https://webcourses.ucf.edu/courses/1314150/assignments/6032779</a> )                 | due by 11:59pm |
| Wed Apr 10, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005159">Week 14 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005159">https://webcourses.ucf.edu/courses/1314150/assignments/6005159</a> )                   | due by 11:59pm |
| Thu Apr 11, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032781">Week 14 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032781">https://webcourses.ucf.edu/courses/1314150/assignments/6032781</a> )                 | due by 11:59pm |
| Wed Apr 17, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005323">Week 15 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6005323">https://webcourses.ucf.edu/courses/1314150/assignments/6005323</a> )                   | due by 11:59pm |
| Thu Apr 18, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032783">Week 15 Participation</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6032783">https://webcourses.ucf.edu/courses/1314150/assignments/6032783</a> )                 | due by 11:59pm |
| Wed Apr 24, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6110207">Week 16 Annotations</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6110207">https://webcourses.ucf.edu/courses/1314150/assignments/6110207</a> )                   | due by 11:59pm |
| Thu Apr 25, 2019 |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6098589">Final Paper</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6098589">https://webcourses.ucf.edu/courses/1314150/assignments/6098589</a> )                           | due by 11:59pm |
| Wed May 1, 2019  |  <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034243">Annotated Bibliography</a><br>( <a href="https://webcourses.ucf.edu/courses/1314150/assignments/6034243">https://webcourses.ucf.edu/courses/1314150/assignments/6034243</a> )                | due by 11:59pm |

# Course Schedule

| Week/Dates    | Topic               | Readings/Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1/Jan 10 | Course Orientation  | Academic Engagement Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 2/Jan 17 | Biopolitics         | <ul style="list-style-type: none"> <li>• Foucault, Michel. 1978. Selections from <i>The History of Sexuality: Volume I: An Introduction</i>, 3-13 ("We 'Other Victorians'"), 17-35 ("The Incitement to Discourse"), 36-49 ("The Perverse Implantation"), 135-159 ("Right of Death and Power Over Life." New York: Vintage Books.</li> <li>• Foucault, Michel. 1979. Selections from <i>Discipline and Punish: The Birth of the Prison</i>, 3-31 ("The Body of the Condemned"), 135-169 ("Docile Bodies"), 195-228 ("Panopticism"). New York: Vintage Books.</li> <li>• Mbembe, Achille. 2003. "Necropolitics." <i>Public Culture</i>. 15(1): 11-40.</li> </ul> |
| Week 3/Jan 24 | States of Exception | <ul style="list-style-type: none"> <li>• Agamben, Giorgio. 1998. <i>Homo Sacer</i>. Selections. Part I. "The Paradox of Sovereignty" (15-30), Part II, ALL (71-104). Part III, ALL (119-166).</li> <li>• Agamben, Giorgio. 2005. <i>State of Exception</i>. Selections. Ch. 1-2 (1-40), 5 (65-73).</li> <li>• Salter, Mark. "When the Exception Becomes the Rule: Borders, Sovereignty, and Citizenship." <i>Citizenship Studies</i> 12(4): 365-380.</li> <li>• Whitley, Leila. 2017. "The disappearance of race: a critique of</li> </ul>                                                                                                                     |

|               |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|               |                          | the use of Agamben in border and migration scholarship." <i>Borderlands</i> 16(1).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 4/Jan 31 | Materiality and Ontology | <ul style="list-style-type: none"> <li>• Coole &amp; Frost. <i>New Materialisms: Ontology, Agency, and Politics</i>. Selections. "Introducing the New Materialisms" (1-44), "The Inertia of Matter and the Generativity of Flesh" (93-116), "Orientation Matters" (234-257).</li> <li>• Tallbear, Kim. "Beyond the life/not-life binary" in <i>Cryopolitics: Frozen Life in a Melting World</i> (179-202).</li> <li>• Callon, Michel and John Law. "Agency and the Hybrid Collectif." <i>South Atlantic Quarterly</i> 94(2): 481-507.</li> <li>• Todd, Zoe. "An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' is Just Another Word for Colonialism." <i>Journal of Historical Sociology</i> 29(1), 4-22.</li> </ul> |
| Week 5/Feb 7  | Ethnographic Roundup     | <p>De León, Jason. <i>The Land of Open Graves</i>.</p> <p><b>FINAL PAPER PROPOSAL DUE</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Week 6/Feb 14 | Race                     | <ul style="list-style-type: none"> <li>• Visweswaran, Kamala. 1998. "Race and the Culture of Anthropology." <i>American Anthropologist</i> 100:70-83.</li> <li>• Baker, Lee D. 2010. Selections from <i>Anthropology and the Racial Politics of Culture</i>, 156-219 ("The Cult of Franz Boas and His 'Conspiracy' to Destroy the White Race"). Durham: Duke University Press.</li> <li>• Mullings, Leith. 2005. "Interrogating Racism: Toward an Antiracist</li> </ul>                                                                                                                                                                                                                                                              |

|               |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|               |                  | <p>Anthropology." Annual Review of Anthropology 34:667-693.</p> <ul style="list-style-type: none"> <li>• Shanklin, Eugenia. 1998. "The Profession of the Color Blind: Sociocultural Anthropology and Racism in the 21st Century." <i>American Anthropologist</i> 100:669-679.</li> <li>• Dunbar, Eve. "Ch. 10 Woman on the Verge of a Cultural Breakdown: Zora Neale Hurston in Haiti and the Racial Privilege of Boasian Relativism." In <i>Indigenous Visions: Rediscovering the World of Franz Boas</i>. Pp 231-258.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| Week 7/Feb 21 | Gender/Sexuality | <ul style="list-style-type: none"> <li>• Schilt, Kristin and Laural Westbrook. 2009. "Doing Gender, Doing heteronormativity: 'Gender Normals,' Transgender People, and Social Maintenance of Heterosexuality." <i>Gender and Society</i> 23(4): 440-464.</li> <li>• Stryker, Susan. 2006. "(De)Subjugated Knowledges: An Introduction to Transgender Studies." In <i>The Transgender Studies Reader</i>, 1-18.</li> <li>• Stephens, Charles. 2006. "Performing Black and Gay: Butch Queen Radicalism." In <i>If We Have to Take Tomorrow: HIV, Black Men, and Same Sex Desire</i>, edited by Frank León Roberts and Marvin White, 31-34.</li> <li>• Lutz, Catherine. 1995. "The Gender of Theory." In <i>Women Writing Culture</i>, edited by Ruth Behar and Deborah A. Gordon, 249-266. Berkeley: University of California Press.</li> <li>• Crenshaw, Kimberle. 1994. "Mapping the Margins:</li> </ul> |

|                  |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                      | Intersectionality, Identity Politics, and Violence Against Women." In <i>The Public Nature of Violence</i> , 93-118.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Week 8/Feb 28    | Kinship              | <ul style="list-style-type: none"> <li>• Strathern, Marilyn. 1992. Selections from <i>Reproducing the Future: Anthropology, Kinship, and the New Reproductive Technologies</i>. Introduction and Chapter 1 (Pp. 1-30)</li> <li>• Inhorn, Marcia and Daphna Birembaum-Carmeli. 2008. "Assisted Reproductive Technologies and Culture Change." <i>Annual Review of Anthropology</i> 37: 177-196.</li> <li>• diLeonardo, Micaela. 1987. "The Female World of Cards and Holidays: Women, Families, and the Work of Kinship." <i>Signs</i> 12(3): 440-453.</li> <li>• Hill Collins, Patricia. 2000. "Ch 3: Work, Family and Black Women's Oppression." In <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. pp. 51-75</li> </ul> |
| Week 9/March 7   | Ethnographic Roundup | <p>Bailey, Marlon. <i>Butch Queens Up in Pumps</i></p> <p><b>FINAL PAPER PRELIMINARY LIST OF SOURCES DUE</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 10/March 14 | Spring Break         | NO CLASS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Week 11/March    |                      | <ul style="list-style-type: none"> <li>• Farmer, Paul. 2004. "An</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



|                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 21               | Structural Violence | <p>Anthropology of Structural Violence." <i>Current Anthropology</i> 45(3): 305-325.</p> <ul style="list-style-type: none"> <li>• Gravlee, Lance. 2009. "How Race Becomes Biology: Embodiment of Social Inequality." <i>American Journal of Physical Anthropology</i> 139(47-57).</li> <li>• Kleinman, Arthur. 2000. "The Violences of Everyday Life: The Multiple Forms and Dynamics of Social Violence." In <i>Violence and Subjectivity</i>, edited by Veena Das, Mamphela Ramphele, and Pamela Reynolds, 226-241. Berkeley: University of California Press</li> <li>• Holmes, Seth M. 2007. "'Oaxacans Like to Work Bent Over': The Naturalization of Social Suffering among Berry Farm Workers." <i>International Migration</i> 45:39-66.</li> </ul> |
| Week 12/March 28 | Colonialism         | <ul style="list-style-type: none"> <li>• Simpson, Audra. 2018. "Ch 7 Why White People Love Franz Boas: or, the Grammar of Indigenous Dispossession." In <i>Indigenous Visions: Rediscovering the World of Franz Boas</i>. Pp. 166-184.</li> <li>• Vigil, Kiara. 2018. "The Death of William Jones: Indian, Anthropologist, Murder Victim." In <i>Indigenous Visions: Rediscovering the World of Franz Boas</i>. Pp. 209-230.</li> <li>• Balthaser, Benjamin. 2018. "Ch 11 'A New Indian Inteligencia': Archie Phinney and the Search for a Radical native American Modernity." In <i>Indigenous Visions: Rediscovering the World of Franz Boas</i>. Pp. 258-278.</li> <li>• Grosfoguel, Ramón. 2011. "Decolonizing Post-Colonial</li> </ul>               |

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|                  |                        | <p>Studies and the Paradigms of Political Economy: Transmodernity, Decolonial Thinking, and Global Coloniality." <i>Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World</i>, 1(1).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Week 13/April 4  | SPA Meetings           | NO CLASS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week 14/April 11 | Language and Identity  | <ul style="list-style-type: none"> <li>• Zimman, Lal and Kira Hall. 2009. "Ch 15: Language, Embodiment, and the Third Sex." In <i>Language and Identities</i>, 166-178.</li> <li>• Madeleine Adkins. 2013. "Will the Real Breton Please Stand Up? Language Revitalization and the Problem of Authentic Language." <i>International Language of the Sociology of Language</i> 223, 55-70.</li> <li>• Avineri, Netta and Paul Kroskrity. 2014. "On the (Re-)production and Representation of Endangered Language Communities: Social Boundaries and Temporal Borders." <i>Language and Communication</i> 38:1-7.</li> <li>• Bucholtz, Mary. 2001. "The Whiteness of Nerds: Superstandard English and Racial Markedness." <i>Journal of Linguistic Anthropology</i> 11(1): 84-100.</li> </ul> |
| Week 15/April 18 | Anthropology of "Good" | <ul style="list-style-type: none"> <li>• Ortner, Sherry B. 2016. "Dark Anthropology and Its Others: Theory Since the Eighties." <i>HAU: Journal of Ethnographic Theory</i> 6:47-73.</li> <li>• Robbins, Joel. 2013. "Beyond the Suffering Subject: Toward an Anthropology of the Good. <i>Journal</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                  |                      | <p>of the Royal Anthropological Institute 19:447- 462.</p> <ul style="list-style-type: none"> <li>• Speed, Shannon. 2006. "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research." <i>American Anthropologist</i> 108:66-76.</li> </ul> |
| Week 16/April 25 | Ethnographic Roundup | <p>Davis, Jenny. <i>Talking Indian</i></p> <p><b>Annotated Bibliography Due</b></p> <p><b>Final Paper Due</b></p>                                                                                                                                                                   |

## Assessed Weekly:

Reading annotations

Participation responsibilities



## ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

|               |                                                   |                      |                         |
|---------------|---------------------------------------------------|----------------------|-------------------------|
| Instructor:   | <i>Scott Branting</i>                             | Term:                | <i>Spring 2019</i>      |
| Office:       | <i>Phillips Hall 309-E</i>                        | Credit Hours         | <i>3</i>                |
| Phone:        | <i>(407) 823-4962</i>                             | Class Meeting Days:  | <i>M</i>                |
| E-Mail:       | <i>scott.branting@ucf.edu</i>                     | Class Meeting Hours: | <i>9:30am – 12:20pm</i> |
| Website:      | <i>Canvas</i>                                     | Class Location:      | <i>HPA1 – 104</i>       |
| Office Hours: | <i>Dr. Branting M 1:00-3:00 or by appointment</i> | TA:                  | <i>None</i>             |
|               |                                                   | TA email:            |                         |

#### 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 graduate certificate.

#### 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 graduate certificate.

#### 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: working with interdisciplinary data sources and methods, as well as peer-review of other students' 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 | In class                                                           | 9%                                      | 9                  |
| Final Project Report                   | April 8 <sup>th</sup> , 2019 at start of the class period (9:30am) | 70%                                     | 70                 |
| Oral Presentation of Project           | Assigned Class Period in Weeks 15 and 16                           | 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    | M   | Jan.<br>7  | Introduction to Class<br><br>Classroom – Introduction, Syllabus Quiz, Paper Discussions<br><br><b>ASSIGNMENT: Syllabus Quiz due Fri. 11<sup>th</sup>, 3pm</b> |                                                                                                                                                                                                                                                                                                |
| 2    | M   | Jan.<br>14 | 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    | M   | Jan.<br>21 | <b>Martin Luther King Jr. Day</b><br><br><b>NO CLASS</b>                                                                                                      |                                                                                                                                                                                                                                                                                                |
| 4    | M   | Jan.<br>28 | 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"                                                                               |
| 5    | M   | Feb.<br>4  | 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" |



|    |   |            |                                                                                                                                                 |                                                                                                                                                                                                 |
|----|---|------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6  | M | Feb.<br>11 | 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" |
| 7  | M | Feb.<br>18 | 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"                                                |
| 8  | M | Feb.<br>25 | PPGIS, Crowdsourcing, Web<br><br>Classroom Discussion and Project Preparation Session                                                           | Brovelli et al. (2015): "Public participation in GIS via mobile applications"                                                                                                                   |
| 9  | M | Mar.<br>4  | Simulations<br><br>Classroom Discussion and Project Preparation Session                                                                         | Sellers et al. (2007): "An agent-based model of group decision making in baboons"                                                                                                               |
| 10 | M | Mar.<br>11 | <b>SPRING BREAK</b><br><br><b>NO CLASS</b>                                                                                                      |                                                                                                                                                                                                 |
| 11 | M | Mar.<br>18 | 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"                                                                   |
| 12 | M | Mar.<br>25 | Proposal Preparation Session                                                                                                                    |                                                                                                                                                                                                 |
| 13 | M | Apr.<br>1  | Proposal Preparation Session                                                                                                                    |                                                                                                                                                                                                 |
| 14 | M | Apr.<br>8  | The Future of GIS<br><br><b>ASSIGNMENT DUE AT START OF CLASS</b><br><b>Monday, Apr 8</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?"                                                                                  |
| 15 | M | Apr.<br>15 | <b>STUDENT PRESENTATIONS</b>                                                                                                                    |                                                                                                                                                                                                 |

|        |   |            |                       |  |
|--------|---|------------|-----------------------|--|
| 16     | M | Apr.<br>22 | STUDENT PRESENTATIONS |  |
| Finals | M | 29         | NO CLASS              |  |

### Article Bibliography

- Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.
- Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker  
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.
- Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni  
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.
- Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti  
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.
- Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel  
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.
- Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt  
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.
- Raanan, Malka Greenberg and Noam Shoval  
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.  
2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.



# Advanced Quantitative Methods in Anthropology

Department of Anthropology  
The College of Sciences  
University of Central Florida

## Course Information

**Course name:** Advanced Quantitative Methods in Anthropology (ANG 7496-0001)  
**Class Number:** 19497  
**Course number ID:** 046358  
**Dates:** 1/7/2019 - 4/30/2019  
**Course type:** Face to Face Instruction (P)  
**Class Notes:** Computer, WWW access, browser, e-mail required.  
**Credit hours:** 3.0  
**Semester/year:** Spring 2019  
**Location:** Health & Public Affairs (HPA1) Room O104  
**Day/Time:** Thursdays 12:00PM - 2:50PM (see schedule below)

## Professor Information

**Professor:** John M. Starbuck, Ph.D.  
**Office:** Howard Phillips Hall, Room 409J  
**Office Hours:** 9:45 a.m. - 11:45 a.m. Thursdays, before class (please check in with desk attendant in HPH 309 first)  
**Phone:** 407-823-2124  
**E-mail:** Webcourses or [john.starbuck@ucf.edu](mailto:john.starbuck@ucf.edu)

## University Course Catalog Description

Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples. Prerequisites: ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I.

## Course Description

This course is designed to increase your univariate and multivariate statistical skillsets by building upon the topics you previously learned in ANG 5486, which includes:

- Types of variables, scales of measurement, ways of representing data using graphs and tables, percentiles, statistical notation, measures of central tendency, measures of dispersion, probability and sampling theory, fallacious probability ideas (gambler's fallacy, birthday fallacy), calculating probability under a curve, one-tailed vs. two-tailed tests, null vs alternative hypotheses, Type I and II decision errors, alpha and beta values, intra- and inter-observer error, a priori and post-hoc power and interpretations, parametric vs. non-parametric inferential tests, effect size measures, p-values and assessing statistical significance, confidence intervals, statistical vs. practical significance, how to assess assumptions of normality, independence, and homoscedasticity for parametric tests.
- Standardized z-tests, one-sample t-tests, independent t-tests, dependent t-tests, Welch t-tests, Mann-Whitney U. tests, Wilcoxon tests.
- How to interpret SPSS output and write up statistical results.

*\*Students should review these topics before the first Spring 2019 class meeting*

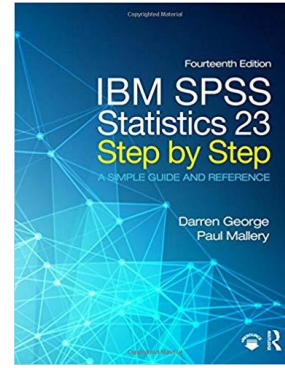
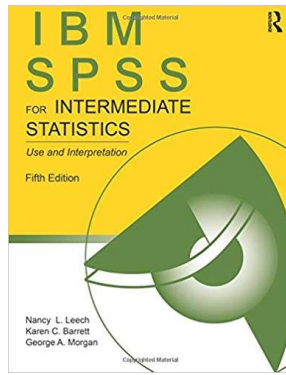
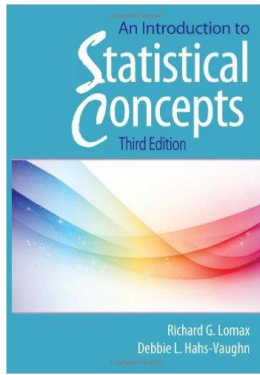
### **Course Goals and Learning Outcomes**

The goal of this course is for students to learn additional statistical principles and techniques for analyzing quantitative data and to become more familiar with IBM SPSS Statistics software and output. Students will learn how to apply various types of analyses to sample datasets. Specifically, students will learn different statistical methods for:

- Inferences about proportions ( $\chi^2$  tests), inferences about variances (Levene's test and others), bivariate measures of association (Pearson, Spearman's Rho, Kendall's Tau, and Phi correlation types), ANOVA, multiple comparison procedures (Tukey, Sheffe, and others), ANCOVA (one or more factors), simple linear regression, multiple linear regression, logistic regression, MANOVA (one or more factors), discriminant function analysis, factor analysis, principle components analysis
- Please note that the schedule and course topics listed are only a plan. If certain topics require more time than is listed, the schedule will be adjusted accordingly.

### **Required Textbooks**

1. An Introduction to Statistical Concepts (3rd edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn.
2. IBM SPSS for Intermediate Statistics: Use and Interpretation (5<sup>th</sup> edition) by Nancy Leech, Karen Barrett, George Morgan.
3. IBM SPSS Statistics 23 Step by Step: A Simple Guide and Reference (14<sup>th</sup> edition) by Darren George and Paul Mallery.



*\*I highly recommend you keep these books beyond this course for future reference.*

### **Additional Required Reading**

One additional PDF will be provided through Webcourses.

### **Required Software**

You are required to have access to IBM SPSS Statistics software. The program is available on the computers in the lab where we will meet. It is also available here: <https://my.apps.ucf.edu/vpn/index.html> for use outside of the lab. When accessing SPSS through my.apps you should Login, select Stat & Data Analysis, and then IBM SPSS Statistics to use the software. Please note that the cloud version is not as functional as the full version.

### **Attendance Policy**

You can miss one day of class per semester (no excuse needed). For each unexcused day beyond the first that you miss you will be permanently penalized 10% of your final grade.

### **Organization and Course Requirements**

This class is organized around lectures, labs, quizzes, homework assignments, exams, and two separate dataset analyses. To earn your grade in this course you need to: 1) complete all reading assignments, 2) attend lectures and actively participate in labs, 3) individually complete quizzes (includes scheduled quizzes and pop quizzes), 4) individually complete homework assignments, 5) individually complete exams, 6) complete a thorough dataset analysis in a group followed by a class presentation and written assignment, and 7) complete a thorough dataset analysis individually followed by a class presentation and written assignment. Your goal for the dataset analyses is to show that you have mastered course content while also preparing yourself for qualifying exams.

### **Grading**

Grades will be posted on Webcourses. Your final grade will be based on the following activities and associated percentages:

1. Syllabus quiz (required, but ungraded)
2. Lab participation (5%)
3. Homework assignments (5%)
4. Scheduled and pop quizzes (15%)
5. Exams (25%)

6. Group dataset analysis presentation (5%)
7. Group dataset analysis write-up (15%)
8. Individual dataset analysis presentation (10% of grade)
9. Individual dataset analysis write-up (20% of grade)

### **Grading Scale**

The following grading scale will be used in this course:

| A    | A-  | B+  | B   | B-  | C+  | C   | C-  | D+  | D   | D-  | F   |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 94-  | 90- | 87- | 84- | 80- | 77- | 74- | 70- | 67- | 64- | 61- | 0-  |
| 100% | 93% | 89% | 86% | 83% | 79% | 76% | 73% | 69% | 66% | 63% | 60% |

### **Study Requirements Statement**

You should attend all lectures, complete all reading assignments, and take notes on course material. You should expect to spend 6-9 hours per week working on class material outside of class time. Your background knowledge/experience or lack thereof and other variables may require you to reread reading material or spend additional time studying.

### **Webcourses Statement**

We are using an online learning management system called Webcourses (<https://webcourses.ucf.edu/>). Webcourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab). If you are new to Webcourses, please review the following link: <http://online.ucf.edu/support/webcourses/other/student-tour/>. I will use Webcourses to e-mail you and post class announcements. You will use Webcourses to access the syllabus, homework assignments, and other content using the "Files" link. I recommend you check Webcourses daily for updates.

### **Advice for Course Readings**

As you read assigned materials, there are several questions that you should ask yourself. For example, what tests were introduced? When might you use them? What are the assumptions associated with each test? How do you know if a particular dataset satisfies the associated assumptions? What is the null and alternative hypothesis associated with each test? If there are several testing options, how do you determine which one to use? When you have to input information into SPSS to run a test, where do you get that information? Are there non-parametric alternatives? Think of each method as a tool on your toolbelt and identify when you would use it. Aside from understanding the null and alternative hypotheses, which look like equations sometimes, do not focus on the math too much (unless you are in to that). Try to understand the bigger picture and how to interpret the results.

### **Lectures and Labs**

Each week there will be a lecture or lectures geared towards the application of the methods learned to datasets. In some instances, video examples and explanations will be shown. Lectures will be followed by laboratories where you apply the analysis or analyses introduced to a dataset. Depending on the number of topics and methods introduced each week, the class may be broken

up into more than one lecture-lab combo. Datasets will be input manually during the lab or made available through Webcourses.

### **Homework Description and Requirements**

Homework assignments are designed to reinforce course concepts, are cumulative, and can be found on Webcourses under the “Files” link. Students must turn in a printed copy of the homework assignment at the beginning of class on the due date listed in the schedule.

### **Quizzes**

Some quizzes will be scheduled as listed below, but others will be pop quizzes. Quizzes are cumulative and timed (typically 15-30 minutes, depending on the difficulty level). Paper quizzes will be provided by Dr. Starbuck, but some quizzes will involve downloading a document from Webcourses, completing the questions (e.g., copying and pasting SPSS output into the file), and e-mailing the document to Dr. Starbuck either via Webcourses or his e-mail address. For digital documents, I highly recommend you save your quiz elsewhere just in case there is a problem with e-mail. In my experience, Webcourses sometimes drops attachments.

### **Exams**

Students will complete two in-class cumulative exams. On exam days, students will have the entire course time to complete the exam. Questions may take any format and are highly likely to require you to run analyses, interpret output, and write up results. You may also have to paste output into the exam document. When finished, exam documents must be e-mailed to Dr. Starbuck, either directly or through Webcourses. The recommendations above apply here too: backup your file.

### **Datasets Analysis and Class Presentations**

You will analyze datasets on two occasions: once in a group and once individually. I will supply you with the dataset, dataset history and/or scenario, and analytical goals. You will give a 20-minute presentation of your analysis results to the class and will be expected to answer at least 3 minutes of questions afterwards. During the presentation, you will share background information about your dataset and the goals of your analysis with the rest of us. Next, you will discuss the issues you assessed to determine which statistical analyses to conduct. For example, what assumptions did you test? How did that influence the tests you chose to use? Then, you will present your results using figures, tables, etc. Your job during this presentation is to walk us through every part of the analysis, including all details of the figures and tables. Do not assume that we know anything. If you point to a part of a table with a particular statistic in it, you should explain what that statistic means and why it is important to the analyses conducted. You should point out where relevant p-values are or are not significant, and what exactly that means with respect to the tests conducted. This is important, as many students fail to explain the results thoroughly. You need to convince me that you can do more than just follow the steps to run the analysis. I want to see that you understand when to use the analysis and what the results mean. Finally, you will conclude by summarizing the results of your analyses and what these results mean relative to your original questions. What have you learned from the analyses you performed? I recommend that you practice your presentation several times to get timing correct and to have a smooth presentation. You must e-mail your presentation to me before or immediately after class.



### **Final Written Analysis of a Dataset**

Finally, you will write up a report describing the statistical choices that you made throughout the analysis of the dataset provided including types of statistical tests conducted, why those tests were appropriate based on your data, and a written description of results from the tests that you chose to conduct based on the statistical results writing styles and templates taught during this course and illustrated in reading material. Your final written analysis should essentially be the written version of what you presented to the class. The written analysis should take into account any critiques that came up during your presentation. If you chose to alter some of your statistical choices after the presentation, you should explain why this change was necessary in the written report. You will submit a group report for the group project and an individual report for the individual project. Your reports must use the format of a peer-reviewed manuscript (abstract, introduction, materials and methods, results, discussion, conclusion). There is no page minimum or maximum, as that would be influenced by the analysis choices you make and figures or tables provided. Make sure each table and figure are captioned. Figure captions go below figures. Table captions go above tables. All tables and figures must be referenced somewhere in the body of the report (e.g., table 1, figure 4, etc.). I will evaluate the written assignments based on whether you were thorough, made the best statistical choices, and your writing quality.

### **Late Policy**

You will be docked 10% per day the assignment is late. In some instances, I may be willing to excuse your tardiness, especially if you are on important university business. Check with me in advance as needed.

### **Instructions to Save and Load datasets:**

Most datasets for this course are uploaded to the UCF Apps Sample Files L: drive (L: → SPSS → ANG 5486 – Starbuck folder) and to Webcourses (under “Files” link). To access files from the L: drive you will need to login to my.apps.ucf.edu/, open SPSS, and then open files from the L: drive. You can also download the files from Webcourses and save them to your Knight Drive (K:) or OneDrive for Business (O:) using the instructions below. These files can then be accessed after opening SPSS from my.apps.ucf.edu/.

Unfortunately, it is not very easy to simply load your own datasets in SPSS through MyApps. In order to do so you will need to have a Knights e-mail address. One should have been assigned to you upon enrollment, but if that is not the case please follow the instructions here:

<https://extranet.cst.ucf.edu/KMailSelfSvc/Images/Knights%20Email%20Creation.pdf>. Once you have your Knights e-mail, go through step 2 listed at the following link to set up your OneDrive account for use on UCF apps: <http://apps.ucf.edu/get-help/#files>. After OneDrive is set up, go to my.apps.ucf.edu/ and login. If everything is set up correctly, you should now be able to save and load files from the OneDrive for Business (O:). You also should be able to save and load files from the Knight Drive (K:).

There are a couple of ways to get your file onto OneDrive. One option is to login to <https://portal.office.com>, click the OneDrive icon on the bar shown, and then simply drag the file into OneDrive. The instructions here may be helpful: <http://www.cst.ucf.edu/wp-content/uploads/OneDrive-in-Office-365.pdf>. The other option is to open the Excel file and then open Excel through MyApps. Next, copy and paste the data from the file into the open Excel

sheet through MyApps and then save it to the O: and/or K: drive. Next, open SPSS through MyApps, locate the file through the O: or K: drive and open it (file → open → data; use drop down arrow and adjust “Files of Type” to Excel). You can also save any SPSS files (sav.) that you generate to either of these drives for future use.

If you require technical assistance, please use the following link: <https://online.ucf.edu/support/>.

### **Financial Aid Requirement**

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. Webcourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **After reviewing this syllabus, students must complete the “Syllabus Quiz” on Webcourses by 5pm EST on Friday of the first week of classes.**

### **Ethics Statement**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values and are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

### **Academic Integrity Statement**

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

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

## 7. Helping another violate academic behavior standards.

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

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

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

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

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

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

Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

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

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

### **Rules of Conduct Statement**

1. Aside from lab computers, electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.
2. The point of working in the computer lab is to allow you to open SPSS and datasets to do analyses. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

### **Important Dates**

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

### **Schedule**

| <b>Date</b>      | <b>Topics</b>                          | <b>Assigned Reading</b>                             | <b>Assignment(s) Due</b>                                                                                                                                                            |
|------------------|----------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1/10/2019</b> | Introduction to Course and Syllabus.   | Review Lomax Chapters 6 and 7 (covered in ANG5486). | <ul style="list-style-type: none"> <li>• Complete "Syllabus Quiz" on Canvas by January 11th, 5pm EST to verify academic engagement.</li> <li>• <b>Scheduled Quiz #1.</b></li> </ul> |
| <b>1/17/2019</b> | Inferences About Proportions           | Lomax Chapter 8. George chapter 8.                  | <ul style="list-style-type: none"> <li>• <b>Scheduled Quiz #2.</b></li> </ul>                                                                                                       |
| <b>1/24/2019</b> | Inferences About Variances             | Lomax Chapter 9.                                    | <ul style="list-style-type: none"> <li>• <b>HW #1</b> due at beginning of class.</li> <li>• <b>Scheduled Quiz #3.</b></li> </ul>                                                    |
| <b>1/31/2019</b> | Bivariate Measures of Association      | Lomax Chapter 10. George chapter 10.                | <ul style="list-style-type: none"> <li>• <b>HW #2</b> due at beginning of class.</li> <li>• <b>Scheduled Quiz #4.</b></li> </ul>                                                    |
| <b>2/7/2019</b>  | ANOVA, Multiple Comparison Procedures. | Lomax Chapters 11 and 12. George chapter 12.        | <ul style="list-style-type: none"> <li>• <b>HW #3</b> due at beginning of class.</li> </ul>                                                                                         |

|                  |                                                                                 |                                                                                                |                                                                                                                                            |
|------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2/14/2019</b> | Nonparametric Alternative Test (Kruskal-Wallis). Multi-Factorial ANOVAs.        | Handout: Kruskal-Wallis. Lomax Chapter 13. Leech Sections 9.1, 9.2. George chapters 13 and 14. | <ul style="list-style-type: none"> <li>• <b>HW #4</b> due at beginning of class.</li> <li>• <b>Scheduled Quiz #5.</b></li> </ul>           |
| <b>2/21/2019</b> | ANCOVA                                                                          | Lomax Chapter 14. Leech section 9.3.                                                           | <ul style="list-style-type: none"> <li>• <b>HW #5</b> due at beginning of class.</li> </ul>                                                |
| <b>2/28/2019</b> | <i>n/a</i>                                                                      | <i>n/a</i>                                                                                     | <ul style="list-style-type: none"> <li>• <b>Exam 1.</b></li> </ul>                                                                         |
| <b>3/7/2019</b>  | Simple Linear Regression, Multiple Linear Regression                            | Lomax Chapters 17 and 18. Leech chapter 6. George chapters 15 and 16.                          | <ul style="list-style-type: none"> <li>• <b>HW #6</b> due at beginning of class.</li> </ul>                                                |
| <i>3/14/2019</i> | <i>Spring break.</i>                                                            | <i>Spring break.</i>                                                                           | <i>Spring break.</i>                                                                                                                       |
| <b>3/21/2019</b> | Logistic Regression                                                             | Lomax Chapter 19. Leech section 8.1. George chapter 25.                                        | <ul style="list-style-type: none"> <li>• <b>Group presentations of analysis of dataset</b></li> <li>• <b>Scheduled Quiz #6.</b></li> </ul> |
| <b>3/28/2019</b> | One-Factor, Two-Factor, and Mixed MANOVAs                                       | Leech chapter 11. George chapter 23.                                                           | <ul style="list-style-type: none"> <li>• <b>Group written analysis of dataset due at beginning of class.</b></li> </ul>                    |
| <b>4/4/2019</b>  | Discriminant Function Analysis. Factor Analysis. Principal Components Analysis. | Leech sections 8.3, 4.1, 4.2. George chapters 20 and 22.                                       | <ul style="list-style-type: none"> <li>• <b>HW #7</b> due at beginning of class.</li> </ul>                                                |
| <b>4/11/2019</b> | <i>n/a</i>                                                                      | <i>n/a</i>                                                                                     | <ul style="list-style-type: none"> <li>• <b>Exam 2.</b></li> </ul>                                                                         |
| <b>4/18/2019</b> | <i>n/a</i>                                                                      | <i>n/a</i>                                                                                     | <ul style="list-style-type: none"> <li>• <b>Individual presentations of analysis of dataset</b></li> </ul>                                 |
| <b>4/25/2019</b> | <i>Finals Week.</i>                                                             |                                                                                                | <ul style="list-style-type: none"> <li>• <b>Individual written analysis of dataset due by 12pm (e-mail to Dr. Starbuck).</b></li> </ul>    |