



Life & Death in Ancient Egypt

ANT 3148 (W) ▪ Spring 2019

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

Course Information

Course Name:	Life and Death in Ancient Egypt
Course ID:	ANT 3148 (0W59)
Credit Hours:	3.0 hours
Semester/year:	Spring 2019
Location/time:	Online via WebCourses@UCF
Course GTA:	Morgan Ferrell
GTA hours:	10:00-11:00am EST on Tuesdays (Online via Chat)
GTA contact:	via WebCourses Inbox messaging

Professor Contact

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

University Catalog Description

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

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

What is this course about?

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

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

What skills will I develop in this course?

We will explore archaeological sites, review artifacts and primary written records, and some of the individual experiences of common and prominent people in ancient Egypt. We will also examine a few of the archaeologists who interpret the social and historical circumstances in which these people lived. Through your study in this course, you will learn to:

- Identify key artifacts and architectural styles representing periods of development in Ancient Egyptian history.
- Describe the disciplinary underpinnings of Egyptian archaeology and modern public consumption of Egyptian thematics.
- Summarize the geographical, historical and social contexts of ancient Egypt's lavish material culture and monumental architecture.

- Explain the shifting nature of ancient Egyptian afterlife and proper preparation of the dead.
- Distinguish how society, politics and religious ideology evolved to meet new challenges throughout 3000 years of pharaonic history.
- Generate informed opinions on issues of repatriation, tourism and world heritage facing Egyptian archaeology today.

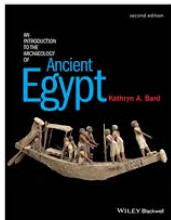
While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about archaeological finds and people of ancient Egypt, you will also be developing the following intellectual and practical skills needed in higher level university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

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

What textbooks will I need?

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

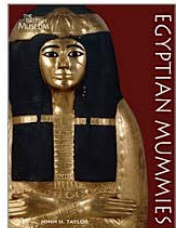
NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase all of your textbooks as soon as possible.



Introduction to the Archaeology of Ancient Egypt

Author: K. Bard
Edition: 2nd (required)
Year: 2015
Publisher: Wiley Blackwell
ISBN: 0470673362

Available in paperback and eTextbook formats



Egyptian Mummies

Author: J.H. Taylor
Edition: 1st
Year: 2011
Publisher: University of Texas Press
ISBN: 0292725868

Available in paperback format

Who should take this course online?

Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online](#) has excellent resources to assist you in being successful in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline throughout the term.

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 15 weeks of the Spring 2019 term, you should expect to spend around **three hours of 'class time' each week listening to online lectures, taking notes, and viewing and listening to media** in each learning module. You should also plan on setting aside at least **three hours each week to complete your assigned textbook reading, review materials, complete required assignments, and participate in course activities**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 3000-level course.

Please do not be tempted to skip a seemingly small three-to-four days of online content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Tuesdays from 9:30-11:30am EST**. If you are on UCF's Main Campus, you can also visit my **open office hours in Howard Philips Hall 309F on Tuesdays from 10:30-11:30am EST**. If you have a scheduling conflict with either of these times, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or UCF Main Campus appointment as needed.

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

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. 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, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

What are the course requirements?

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

- submit a required academic activity syllabus quiz to start the course;
- review learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 12 of 14 quizzes (two lowest scores are dropped);
- participate in 4 of 5 Point-of-View discussions (lowest score is dropped);
- submit 6 Hieroglyphs activity assignments;
- submit 3 online written exams.

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

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

How do I get started in the course?

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

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (12)	130	25%
POV Discussions (4)	40	15%
Hieroglyph activities (6)	150	20%
Exams (3)	300	40%
<i>Total Possible</i>	620	100%

You will be evaluated on your ability to define and critically apply terms, identify archaeological artifacts, explain concepts and describe events from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a syllabus quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions about your syllabus and the information in the COURSE INTRO: Things You Should Know module. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and archaeological evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. You are required to submit at least 12 of the 14 quizzes located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 14 possible grades.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to life in ancient Egypt and current issues in archaeology presented in course materials. You are required to submit at least 4 of the 5 Point-of-View discussions located in the learning modules. **WebCourses will automatically drop the lowest score from the 5 possible grades.**
- **Hieroglyph Activities:** These activity assignments are designed around learning to use and read hieroglyphs, which will help further develop your skills in understanding life in ancient Egypt, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 6 Hieroglyph Activities** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical events and archaeological evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules. Two exams are written during the term, and the third exam is written during Finals Week.

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

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

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

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

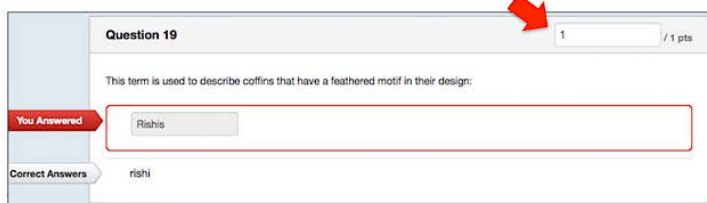
How do I view my grades?

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

When an assignment, quiz or exam score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, review comments, or correct answers supplied for comparison with your submission. If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

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



The screenshot shows a question interface for 'Question 19'. The question text is 'This term is used to describe coffins that have a feathered motif in their design:'. The user's answer is 'Rishis' in a text box. Below the text box, the correct answer is listed as 'rishi'. A red flag icon is visible in the top right corner of the question area, and a score of '1 / 1 pts' is displayed next to it. A red arrow points to the score area.

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

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

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

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

- If you are **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 an exam due date**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

What academic resources are available to me?

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

- **Writing help** from the [University Writing Center](#), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](#) ², so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

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

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online class discussions**. If you 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 to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

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

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

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

Why should I use WebCourses Inbox?

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 and/or the GTA. However, **if you use the UCF Knights Mail system,** please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

[Get PowerPoint Viewer](#) 

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

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

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

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

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience problems with WebCourses while submitting an assignment or taking an exam, it will show up in your 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.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. In the past, many GroupMe study groups experienced added benefits by inviting the GTA to join in!

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 or your GTA 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 course lecture and assignment schedule?

























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

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

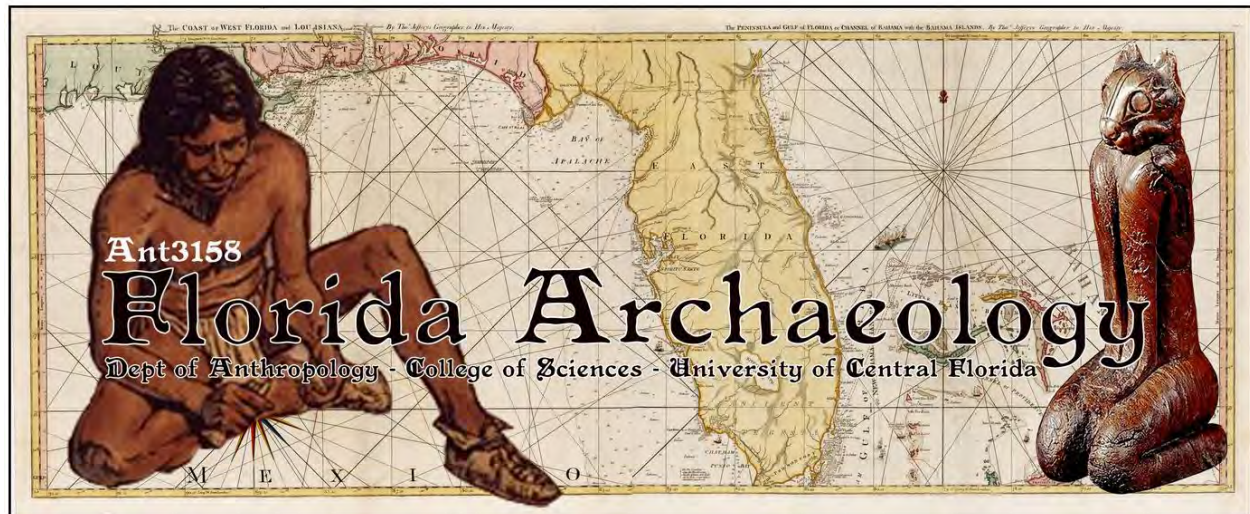
- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Course Summary:

Date	Details	
Fri Jan 11, 2019	 REQUIRED ACTIVITY: A Dynamite Start	due by 11:59pm
Mon Jan 14, 2019	 QUIZ 1: Travelers, Thieves and Scholars	due by 11:59pm
Thu Jan 17, 2019	 POINT-OF-VIEW 1: Modern Hieroglyphs?	due by 11:59pm
	 QUIZ 1: Travelers, Thieves and Scholars (1 student)	due by 11:59pm
Tue Jan 22, 2019	 QUIZ 2: Kings, Codes and Chronologies	due by 11:59pm
	 POV 1: Group Response	due by 11:59pm
Thu Jan 24, 2019	 HIEROGLYPHS 1: Using a Glyph Dictionary	due by 11:59pm
Mon Jan 28, 2019	 QUIZ 3: The Red and the Black	due by 11:59pm
Mon Feb 4, 2019	 QUIZ 4: Farmers to Pharaohs	due by 11:59pm

Thu Feb 7, 2019	 HIEROGLYPHS 2: People's Names and Royal Titles	due by 11:59pm
	 POINT-OF-VIEW 2: Old and New Inventions	due by 11:59pm
Mon Feb 11, 2019	 POV 2: Group Response	due by 11:58pm
	 QUIZ 5: Great Pyramid Builders	due by 11:58pm
	 EXAM 1	due by 11:59pm
Mon Feb 18, 2019	 QUIZ 6: Growing Up	due by 11:59pm
Thu Feb 21, 2019	 HIEROGLYPHS 3: Animal Names and Symbolism	due by 11:59pm
	 POINT-OF-VIEW 3: Your Daily Life	due by 11:59pm
Mon Feb 25, 2019	 QUIZ 7: Managing Egyptian World	due by 11:59pm
	 POV 3: Group Response	due by 11:59pm
Mon Mar 4, 2019	 QUIZ 8: The Eternal Body	due by 11:59pm
Fri Mar 8, 2019	 POINT-OF-VIEW 4: Taking It All with You	due by 11:59pm
Mon Mar 18, 2019	 QUIZ 9: Provisioning the Dead	due by 11:59pm
	 POV 4: Group Response	due by 11:59pm
Mon Mar 25, 2019	 QUIZ 10: Destiny of the Dead	due by 11:58pm
	 EXAM 2	due by 11:59pm
Thu Mar 28, 2019	 HIEROGLYPHS 4: Deities, Demons and Sacred Spaces	due by 11:59pm
Mon Apr 1, 2019	 QUIZ 11: Competing Kingdoms	due by 11:59pm
Thu Apr 4, 2019	 HIEROGLYPHS 5: Greetings, Harsh Words and Laments	due by 11:59pm
	 POINT-OF-VIEW 5: Antiquities and Economics	due by 11:59pm
Mon Apr 8, 2019	 QUIZ 12: Empire and Revolution	due by 11:59pm
	 POV 5: Group Response	due by 11:59pm
Mon Apr 15, 2019	 QUIZ 13: Age of Foreign Empires	due by 11:59pm
Thu Apr 18, 2019	 HIEROGLYPHS 6: Reading Offering Formulas	due by 11:59pm
Mon Apr 22, 2019	 QUIZ 14: Greeks and Romans	due by 11:59pm
Sun Apr 28, 2019	 EXAM 3	due by 11:59pm


Syllabus



ANT 3158 Florida Archaeology

Syllabus

Instructor Contact

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

Phone	Dept Phone: 823-2227
E-mail	amanda.groff@ucf.edu
GTA	Danielle Waite
GTA E-Mail	daniellewaite@knights.ucf.edu

Course Information

Course Name	ANT 3158- Florida Archaeology
Credit Hours	3 hrs
Semester/Year	Spring 2019
Location	100% Online

Course Description

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

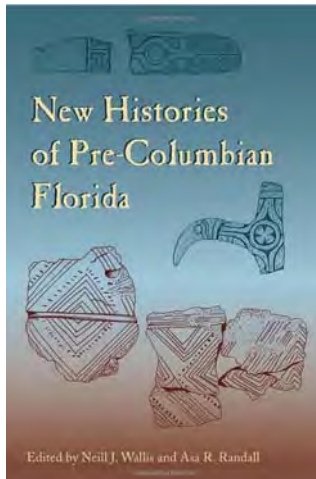
Course Goals

The specific objectives for this course are to:

- Introduce students to archaeological practices in Florida, as well as practice in general
- Provide an overview of the methods and theories that guide archaeological research in Florida.

- Explain the significant impact that prehistoric archaeology has had on the understanding of early Florida.
- Highlight the organization of Florida's regions
- Introduce students to the various pottery and lithics found in Florida

Required Text:



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

Course Requirements:

This course begins on January 7th, 2018 and ends on April 26th, 2018. Your grade in this course will be based out of **510 total points**. There will be quizzes at the end of each module and exams worth a total of 370 points, and assignments worth a total of 140 points. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the "modules" button on the main page. Each individual module, as well as the getting started module, is available from this page.

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 11
1	5	10	January 18
2	5	10	January 18
3	5	15	February 1
4	5	15	February 1
Exam 1	100		February 8
5	5	15	February 22
6	5	10	February 22
7	5	15	March 8
8	5	10	March 8
Exam 2	100		March 22
9	5	10	April 5
10	5	10	April 5
11	5	10	April 19
12	5	10	April 19
Exam 3 (Final)	100		April 26
TOTAL	370	140	

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

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

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

Grading Scheme

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

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

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

Reviewing Quiz/Assignment Questions:

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

Important Dates and Information

Add class deadline Friday, January 11 ; Drop class deadline: Thursday, January 10

Withdrawal deadline for this course: Wednesday, March 20

Final course closing date: Friday, April 26

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 11**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses:

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

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

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

Discussion Board Appropriateness:

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

Student non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the [Discussions \(https://webcourses.ucf.edu/courses/1316174/discussion_topics\)](https://webcourses.ucf.edu/courses/1316174/discussion_topics) and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being

spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

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

Online Technology

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

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

Academic Integrity

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

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

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

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

Campus Safety Statement

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

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

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

Deployed Active Duty Military Students

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

Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of

these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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

Third-Party Software and FERPA

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

My expectations of you for taking Florida Archaeology

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

What You Can Expect From Me

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

Final Comments

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

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

Syllabus

Spring 2019

Instructor	Dr. Pete T. Sinelli
Office	Howard Phillips Hall 309c
Office Hours	T 9:00-10:15 and 1:30-2:15 Th 8:15-10:15
Phone	407-823-2227
E-mail	ptsinelli@gmail.com
Course Name	The Archaeology of Sex
Course ID & Section	ANT 3173 0M01
Credit Hours	3
Semester/Year	Spring 2019
Location	<ul style="list-style-type: none"> • CL1 122 • Tuesday 10:30-11:45

Course Description

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

Course Objectives

After successfully completing the course, students will:

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

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

Required Texts

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

Additional readings will be assigned throughout the semester.

Course Policies

- **Online Assignments:** As this is a reduced seat time "M" class, you will complete much of the material through the course page on Webcourses. Assignments will "go live" every Tuesday at 12 PM. You have until 10:30 AM on the following Tuesday to complete the module and all associated assessments. Late submissions will not be accepted. I will also not accept any submission via any means other than Canvas (i.e. you cannot email me your assignments submit them in class). **IMPORTANT:** Computer problems are NOT a legitimate excuse, including "I couldn't open the file". UCF has computer labs all over campus. If you are having trouble at home, then you are expected to visit a lab to complete your assignment.
- **Exams:** We will have exams in the classroom. To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, you will not be seated for the exam. I will direct you to the Anthropology office where you will take a different exam.
- **Make-up Exams:** If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. I will not allow make-up exams without a valid excuse and I will require documentation supporting your story-NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All makeup exams will be different from the original exam and include at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

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

Evaluation and Grading

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

Three Exams - 300 points (100 points each)

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

Module Assignments - 150 points (10 points each)

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

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

Grab Bag (50 points)

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

Grading Scheme

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

Academic Honesty

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

Disability Statement

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

Copyright

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

Third-Party Software and FERPA

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

Schedule

Week/Dates	Topic	Assignments	Due by 10:30 on this day (Tuesdays) unless otherwise noted
Week 1	Introduction to the course What is sex, sexuality, and gender?	Module 0 Module 1	**Financial Aid Quiz due Friday 1/11** Tuesday 1/15
Week 2	Evolution of sex: non-human primates.	Module 2	Tuesday 1/22
Week 3	Evolution of sex: early hominids to modern humans.	Module 3	Tuesday 1/29
Week 4	Changes in sex and gender roles during the Neolithic.	Module 4	Tuesday 2/5
Week 5	Bronze Age Mediterranean and Middle East	Module 5	Tuesday 2/12
Week 6	In Class Midterm Exam 1 Tuesday 2/12	Module 6	Tuesday 2/19
Week 7	The Classical world and Ancient Greece	Module 7	Tuesday 2/26
Week 8	Romans Part I	Module 8	Tuesday 3/5
Week 9	Romans Part II	Module 9	Tuesday 3/19
Week 10	Spring Break		Who cares?
Week 11	Romans Part III Online Midterm Exam 2: Tuesday 3/19		
Week 12	The Ancient Americas		
Week 13			
Week 14			
Weeks 15	19 th Century American Prostitution		
Week 16	Final Exam TBA		

Note: All dates and times are subject to change by Dr. Sinelli. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

Spring 2019

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311K
Office Hours	Online in class chat Mondays 10 - 12; 2 - 4 Face to face in office - Wednesdays 11 - 1
Phone	407-823-2227
Email	vance.geiger@ucf.edu

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Spring 2019
Location	Online

Course Description

This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

Learning Outcomes

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

Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8

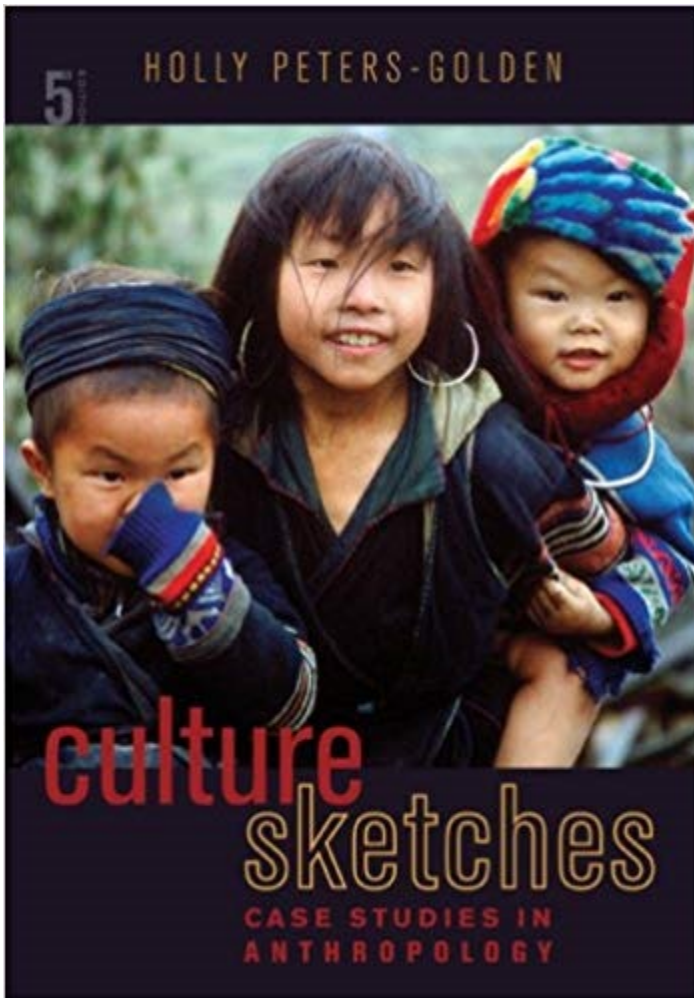
CULTURE SKETCHES

SIXTH EDITION



CASE STUDIES IN ANTHROPOLOGY

HOLLY PETERS-GOLDEN



- Online material including pdfs of texts (The Dobe, The Trobriand Islanders, Friend by Day, Enemy by Night, The Hutterites)

Course Requirements

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

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
14 Online Assignments and Discussions @ 10 points each	140
3 Discussion posts and responses 20 points each	60
Total	500 points

Online Exams

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

Online Assignments and Discussions

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

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

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)

It is recommended that you write your response in Word, then go online and open that assignment or discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and

you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

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

Missed Assignments/Make-Ups/Extra Credit

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

Academic Honesty

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

Accessibility Statement

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

Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

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

Schedule - Peoples Spring 2019

Week 1 1/7: Introduction to Anthropology, the Concept of Culture, and Ecology

Syllabus Quiz is due 1/11 11:55 pm

Assignments 1A and 1B due 1/14 11:55 pm

Week 2 1/14: Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 1/21 11:55 pm

Week 3 1/21: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 1/28 11:55 pm

Week 4 1/28: Plant and Animal domestication

Assignment 4 Due 2/4 11:55 pm

Week 5 2/4: Horticulture and Big Men

Assignment 5 Horticulture Due 2/11 11:55 pm

Exam 1 2/9 8 am - 2/11 11:55 pm

Week 6 2/11 Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 2/18 11:55 pm

Discussion 1 due 2/18 11:55 pm

Week 7 2/18: Pastoralism

Week 7 Assignment due 2/25

Week 8 2/25: Friend by Day Enemy by Night

Week 8 Assignment due 3/4 11:55 pm

Week 9 3/4: The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Week 9 Assignment due 3/18 11:55 pm

Spring Break 3/11 - 3/16

Week 10 3/18: The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 3/25

Exam 2 3/23 8 am - 3/25 11:55 pm

Week 11 3/25 Cultures within states - The Hutterites

Week 11 assignment due 4/1

Discussion 2 due 4/1 11:55 pm

Week 12 4/1: States - American culture

Week 12 assignment due 4/8

Week 13 4/8: Summing Up

Assignment: Scale due 4/15 11:55 pm

Week 14 4/15 Last Week of Class

Discussion 3 due 4/22 11:55 pm

Exam 3: 4/20 8 am – 4/22 11 55 pm

Last day of class - 4/22 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Final Exam 4/24 8 am - 4/25 11:55 pm

Syllabus

ANT3241-0W59 - Magic, Ritual, and Belief

Ty Matejowsky

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

Course Syllabus

Contacting the Professor

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

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu (<mailto:tmatejow@mail.ucf.edu>)

Contacting the Teaching Assistant

Lauren Friedman

E-mail: lfriedman44@Knights.ucf.edu (<mailto:tmatejow@mail.ucf.edu>)

Course Description:

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

Course Objectives

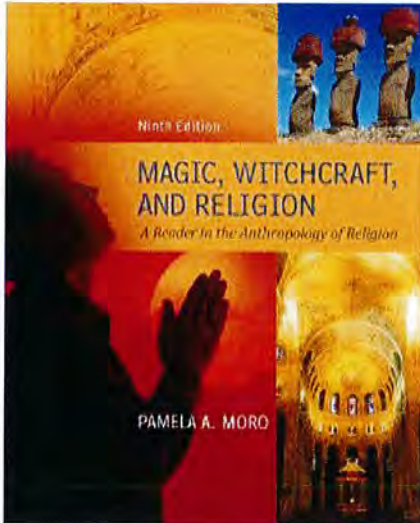
The objectives of this course are fourfold:

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

4. to examine religious change.

Required Texts (purchase in Bookstore)

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



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

Tests:

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

Discussion Rubric

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

Course Assignments:

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

Discussion Assignments

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

Grading Scale:

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

Changes in the Syllabus

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

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W59 Spring 2019
Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/7/19	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday January 18 at 11pm Eastern Time.
1/14/19	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-5); <i>Studying Religion Anthropologically</i> by Jack David Eller (pp. 6-14); <i>Why We Became Religious & The Evolution of the Spirit World</i> by Marvin Harris (pp. 25-29); Complete on-line assignment for Module 1.	On-line assignment for Module 1 due Friday January 18 at 11pm Eastern Time.
1/21/19	Module 2: Religious Specialists	Read <i>Shamans, Priests, and Prophets</i> (pp.140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150); Complete on-line assignment for Module 2.	On-line assignment for Module 2 due Friday January 25 at 11pm Eastern Time.
1/28/19	Module 3: Rituals and Symbols	Read <i>Ritual</i> (pp. 86-89); <i>Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100); Complete on-line assignment for Module 3.	On-line assignment for Module 3 due Friday February 1 at 11pm Eastern Time.
2/4/19 & 2/11/19	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday February 15 at 11pm Eastern Time
2/18/19	Module 4: Witchcraft & Sorcery	Read <i>The Goat and the Gazelle: Witchcraft</i> by T.M. Luuhrmann (pp. 307-315); <i>Sorcery and Concepts of Deviance among the Kabana, West Britain</i> by Naomi M. McPherson (pp. 298-306);	On-line assignment for Module 4 is due Friday February 22 at 11pm Eastern Time.

		Complete on-line assignment for Module 4.	
2/25/19	Module 5: Magic & Divination	Read <i>Witchcraft, Sorcery, Divination, and Magic</i> (pp. 284-287); <i>Baseball Magic</i> by George Gmelch (323-329); Complete on-line assignment for Module 5.	On-line assignment for Module 5 is due Friday March 1 at 11pm Eastern Time.
3/4/19	Module 6: Religious Use of Drugs	Read <i>Altered States of Consciousness and the Religious Use of Drugs</i> (pp. 186-189); <i>Ritual Enemas</i> by Peter T Furst and Michael D. Coe (pp.205-209); <i>The Sound of Rushing Water</i> by Michael Harner (pp. 210-215); Complete on-line assignment for Module 6.	On-line assignment for Module 6 is due Friday March 8 at 11pm Eastern Time.
3/18/19	Exam Two	Take on-line exam 2 covering Modules 4-6	Exam Two is due Friday March 22 at 11pm Eastern Time
3/25/19	Module 7: Ethnomedicine	Read <i>Illness, Healing, and Religion</i> (pp. 231-233); <i>Disease Etiologies in Non-Western Medical Systems</i> by George Foster (pp.234-241); Complete on-line assignment for Module 7	On-line assignment for Module 7 is due Friday March 29 at 11pm Eastern Time.
4/1/19	Module 8: Death: Ghosts, Souls & Ancestors	Read <i>Death, Ancestors, Ghosts, and Souls</i> (pp. 330-332); <i>Death Be Not Strange</i> by Peter A. Metcalf (pp. 340-343); <i>Day of the Dead in Oaxaca</i> by Kristin Norget (pp. 353-361); <i>The Real Vampire</i> (downloaded document) Complete on-line assignment for Module 8	On-line assignment for Module 8 is due Friday April 5 at 11pm Eastern Time.
4/8/19 & 4/15/19	Module 9: Revitalization Movements	Read <i>Revitalization Movements</i> by Anthony F.C. Wallace (downloaded document); <i>The Ghost Dance Religion</i> by Alice Beck Kehoe	On-line assignment for Module 9 is due Friday April 19 at 11pm Eastern Time.

(downloaded document); *Cargo Cults* By
Peter M. Worsley (downloaded document);

**Complete on-line assignment for Module
9**

4/22/19 **Exam Three**

**Take on-line exam 3 covering Modules
7-9**

**Exam Three are due
Friday April 26 at 11pm
Eastern Time.**

Protocols

Protocols and Policies

ant3241 - Magic, Ritual & Belief

Ty Matejowsky

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Canvas. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exams will only be reset **ONCE**.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This must be done in a timely manner.
5. Exam submissions will only be accepted through the Quiz function of Canvas. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:
7. Sign your e-mail messages

8. Do not use all caps. This makes the message very hard to read and is considered "shouting."
9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
10. Break up large blocks of text into paragraphs and use a space between paragraphs.
11. Abbreviate when possible: Examples:
 1. IMHO = in my humble/honest opinion
 2. FYI = for your information
 3. BTW = by the way
 4. Flame = antagonistic criticism
 5. :-) = happy face for humor
13. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.
11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility

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

Campus Safety

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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

Makeup Assignments for Authorized University Events and Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](#)

<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Deployed Active Duty Military Students

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

Syllabus Spring 2019

Anthropological Perspectives on Refugees

Vance Geiger, PhD

E mail: vance.geiger@ucf.edu

Office Howard Philipps Hall 3rd floor

Office Hours: Wednesday, 11 – 1

Online office in class chat: Thursdays 10 am - 12 and 2 pm - 4 pm

Class Description

Refugees are a global phenomena. Since the United Nations Convention on Refugees to respond to post World War II refugees, people have continued to flee and claim refugee status. There have been a wide range of responses to these refugee flows. This course will explore the causes and responses of refugee flows globally. Topics will include the international definition of a refugee, refugee law, causes of refugee flows, the variety of responses to refugees, refugee asylum, repatriation and resettlement. In addition the course will explore the anthropological cross cultural issues refugees experience when they seek asylum and the experiences of resettlement in third countries.

Texts

Forced to Flee

Peter Van Arsdale

Lexington Books

0-7391 1234 1 pbk

Refugees in a Global Era

Philip Marfleet

Palgrave Mcmillan

0-333-77784-0

Requirements

Three 100 point exams = 300 points

Ten Online 10 pt. Assignments = 100 points

Online Presentation = 100 points

Total = 500 points

Grading: A = 90 – 100%; B = 80 – 89%; C = 70 – 79%

Important Information

There is a syllabus quiz that you need to take before Friday at 11:55 pm.

The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

Weekly Modules

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

Grading

Three exams. Each exam will be worth 100 points.

10 On-line assignments 10 points each and one presentation = 100 points

On-Line Exams

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

On-Line assignments

Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week.

For example, in the Week 1 there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment and copy and paste your response. If you write first and save and

then use copy and paste you will have your responses saved to your computer in case something happens. If you write the response on-line and something happens during your composition and you are not finished you will lose your work. Better to write it on your own computer and save it and then post it to the list.

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

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

Important Note: Do not use attachments to post your assignment answers. Also – do not copy and paste online material directly into your assignments, type it in yourself and you must reference ALL sources of information (you can use whatever citation method you choose).

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

There is also presentation. The presentation will be an update on a refugee situation. You will use power point or something comparable that can be uploaded to the class and other students can view.

Student Responsibilities

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

and taking not of the due dates for the assignments. Missing an assignments because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.

5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing you knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have problem with knights mail it is your responsibility to contact the help desk and resolve the issue.

6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11 55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a documented medical emergency.

The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

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

:

vance.geiger@ucf.edu and can be found in the syllabus you are required to read. Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

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

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

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

Week 1: 1/7 Introduction to Anthropology, Culture and Globalization

Reading: Online material

Week 1 assignment culture and anthropology due 1/14

Week 2: 1/14: Introduction to Refugees, Internally Displaced, People in Refugee-like Situations, The Stateless

Reading: Online material

Week 2 assignment intro to refugees due 1/21

Week 3: 1/21: Refugee Issues and Globalization

Reading: Marfleet Introduction, Chapter 1 and 2

Week 3 assignment causes of refugee flows due 1/28

Week 4: A Teachable Moment

Online material

Week 4 teachable moment assignment due 2/4

Week 5: 1/28 Refugee Issues and Globalization

Reading Marfleet Chapters 3 and 4

Week 5 perpetuating migration assignment due 2/11

Week 6: 2/4 Refugee Rights

Reading: Marfleet Chapters 5 and 6

Week 6 assignment Marfleet 6,7 and 8 due 2/18

Exam 1 2/16 8 am – 2/28 11 55 pm

Week 7: 2/11 Refugee Rights

Reading: Marfleet Chapters 7 and 8

Week 8: 2/18 Displacement and Migration

Reading: Marfleet 9 - 12

Assignment 7 Marfleet 9 – 12

Week 9: 2/25 Cases Papua and Ethiopia

Reading: Van Arsdale Chapters 1, 2 and 3

Assignment 8 Papua and Ethiopia due 3/4

Week 10: 3/4 Cases Bosnia and El Salvador

Reading: Van Arsdale 4 and 5,

Spring break 3/13 – 3/18

Week 11: 3/18 Cases Sudan and Palestine

Reading Van Arsdale Chapters 6, 7 and 8,

Exam 2 3/23 8 am – 3/25 11 55 pm

Week 12: 3/25 In Depth Case Study: Vietnam

Reading: Online material

Assignment 9 Vietnam and PRPC due 4/8

Week 13 4/1 In Depth Case Study – Cambodia

Reading: Online material

Assignment 10 Cambodia due 4/15

Week 14 4/8 Class Presentations

Reading: Online material

Last Day of Class 4/22

ANT 3302: Sex, Gender, and Culture
Section 0M01 – Spring 2018
M 10:30am - 11:45am | CB1 122

Instructor: Edward Gonzalez-Tennant, PhD

Email: Edward.Gonzalez-Tennant@ucf.edu

Office: Main campus, Phillips Hall, 311C

Office Hours: M 12:00pm – 2:00pm (or by appointment)

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

Graduate Teaching Assistant (GTA): Vanessa Cruz

Email: vcruz7813@Knights.ucf.edu

Office: Main Campus, Phillips Hall, 309

Office Hours: TTH 10am-12pm

Graduate Teaching Assistant (GTA): George Micheletti

Email: georgem@knights.ucf.edu

Office: Main Campus, Phillips Hall, 309

Office Hours: Monday 1pm-3pm

Required Texts

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

Crabb, Cindy. 2016. *Learning Good Consent: On Healthy Relationships and Survivor Support*. AK Press. ISBN: 9781849352468. (Order online [here](#)Links to an external site. for \$7).

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This is a mixed mode course, which means that part of the course takes place online. All assignments will be completed online (see course schedule below for more information). Lectures will take place on Mondays and I'll post a PDF version of my PowerPoint Monday morning. We will use the Monday class time for lecture and informal discussion/Q&A.

Course Objectives:

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, online discussions, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.
- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.
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- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from three exams and six online discussions. Your grades will come from the following:

Three Exams	150 possible points
Six Online Discussions	60 possible points

Breakdown of Grading

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[Total Points: 60]

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A	94-100	A-	90-93.9		
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Student Conduct

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university

community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

Course Accessibility Statement

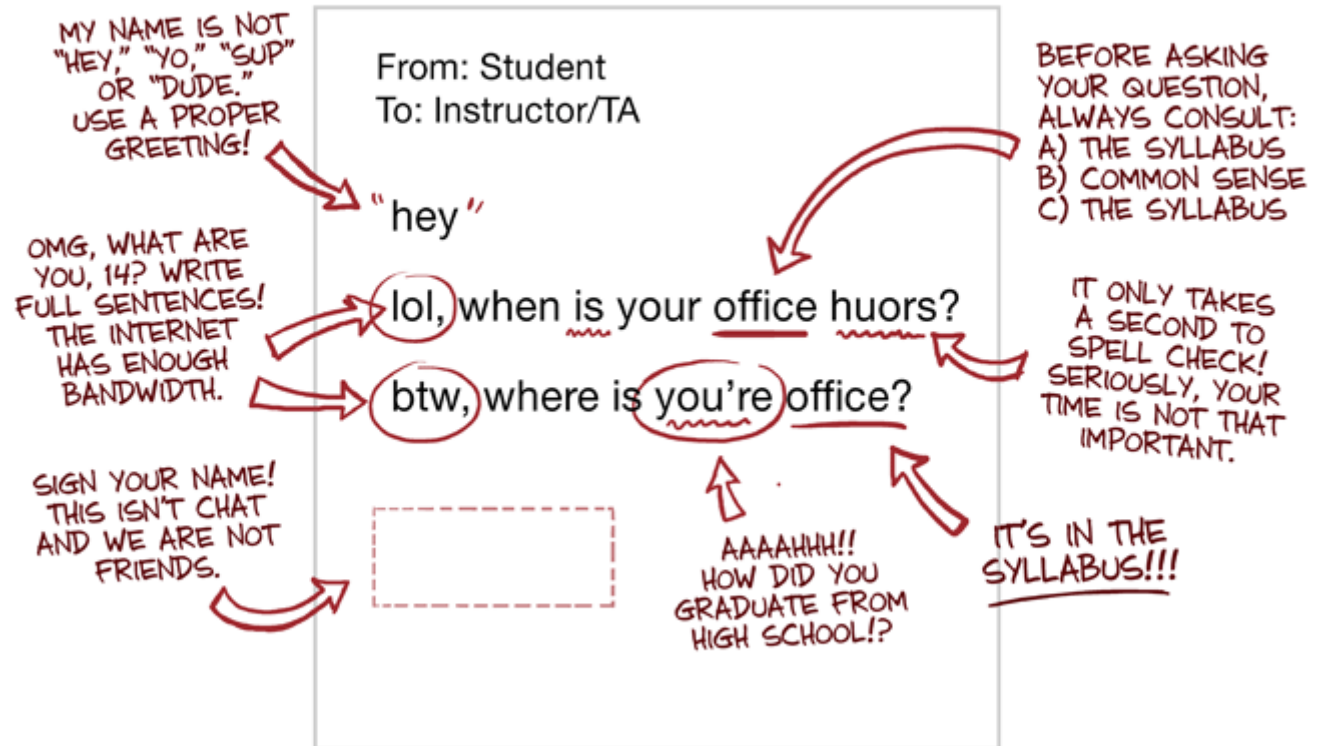
It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact their accessing course content. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, and no later than one week prior to the need for any accommodations/modifications.

Emailing the Instructor

When you email me, put "ANT 3302 OM01" in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course and section in the subject line. You can also contact me via WebCourses (I prefer this method). I typically respond with one day, but allow up to two days (48 hours). On the weekends, I often wait until Monday morning to respond.

I strongly encourage all students to compose their emails carefully. This only takes a few seconds and will demonstrate that you care about the course. Below are some pointers on what NOT to do.

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WWW.PHDCOMICS.COM

JORGE CHAM © 2015

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Addressing Me

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

Deployed Active Military Duty Students

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

UCF Cares

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

Copyright

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

Third-Party Software and FERPA

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

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. **Everyone will show respect for one another and the diverse issues and topics that will be covered.** Failure to respect one another is not the same as not engaging. **If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we can discuss the best way to approach it.** Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset.

I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

ProctorHub

[ProctorHub](#) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the [LibTech desk](#) at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

Semester Calendar

SECTION I: GENDER

Week 1: Jan. 7 - 11

Topic: Course Intro & Challenging Universals

Readings: GCP Chapters 1.1 and 1.2

Assignments: **Syllabus Quiz**

Week 2: Jan. 14 - 18

Topic: Gender, Family, & Work

Readings: GCP Chapters 1.3 & 11.3

Week 3: Jan. 21 - 25

Topic: Gendered Material Culture

Readings: GCP Chapter 4.2

Assignments: **Online Discussion 1**

Week 4: Jan. 28 - Feb. 1

Topic: Complicating Gender

Readings: GCP Chapters 4.1 and 2.3

Week 5: Feb. 4 - 8

Topic: Gender at Home

Readings: GCP Chapters 10.2 and 10.3

Assignments: **Online Discussion 2**

SECTION II: SEXUALITY

Week 6: Feb. 11 - 15

Topic: Gender, Sex, and Sexuality

Readings: GCP Chapters 3.1 and 3.2

Exam 1: available online between 12:00am February 14 and 11:59pm February 15 (all times EST)

Week 7: Feb. 18 - 22

Topic: Language and Performance

Readings: GCP Chapters 7.2 & 7.3

Assignments: **Online Discussion 3**

Week 8: Feb. 25 – Mar. 1

Topic: Growing up Gendered

Readings: GCP Chapters 6.2 and 6.3

Week 9: Mar. 4 - 8

Topic: Sexuality Online

Readings: GCP Chapter 9.3

Assignments: **Online Discussion 4**

Week 10: March 12 - 16

Spring Break (No Classes)

SECTION III: POWER

Week 11: Mar. 18 - 22

Topic: Power, Agency, and Structure

Readings: GCP Chapters 2.1 and 2.2

Exam 2: available online between 12:00am March 21 and 11:59pm March 22 EST)

Week 12: Mar. 25 - 29

Topic: Intersectionality

Readings: PDFs on WebCourses

Assignments: **Online Discussion 5**

Week 13: April 1 - 5

Topic: Representation as Power

Read: GCP Chapters 5.1 and 5.2

Week 14: April 8 - 12

Topic: Sex, Gender, and Online Culture

Readings: *Kill All Normies* (selected chapters as PDF)

Week 15: April 15 - 19

Topic: Sex, Gender, and Healing

Readings: *Learning Good Consent*

Assignments: **Online Discussion 6**

Week 16: April 22

Topic: Course Wrap-Up

Readings: TBD

Exam 3: available online between 12:00am April 25th to 11:59pm April 26th

Important UCF Dates for Spring 2018

January 10, 2019 - Last Day to Drop and Request Full Refund

January 10, 2019 - Drop/Swap Deadline

January 11, 2019 - Add Deadline

March 20, 2019 - Withdrawal Deadline

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

Instructor: Edward Gonzalez-Tennant, PhD

Email: Edward.Gonzalez-Tennant@ucf.edu

Office: Main campus, Phillips Hall, 311C

Office Hours: M 1:00pm – 3:00pm (or by appointment)

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

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Office: Main Campus, Phillips Hall, 309

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Course Description

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This is an online course, which means that we DO NOT meet in person. All assignments will be completed online (see course schedule below for more information). The instructor will hold office hours virtually and students can interact via email or through WebCourses. Video lectures will be uploaded on or prior to Wednesday each week. These are placed inside a **non-graded** discussion corresponding to each week. This allows us a forum to discuss the lecture, similar to

the Q&A found in face-to-face courses. It is not required that you post in these non-graded discussions.

My Approach to Online Teaching - I approach online courses like face-to-face and mixed mode courses. In other words, I will release new content (e.g., video lectures) each week and due dates are extremely important. I am aware that other faculty approach online teaching differently. I continue to experiment with various approaches to maximize the impact of this course's content. So, **I am happy to receive thoughtful feedback**, but I am not able to change things mid-semester. Thoughtful feedback is not asking for a change to address one's failure to keep up with work. I will also post a PDF of the PowerPoint file used for each video lecture (in the Modules section).

Course Objectives:

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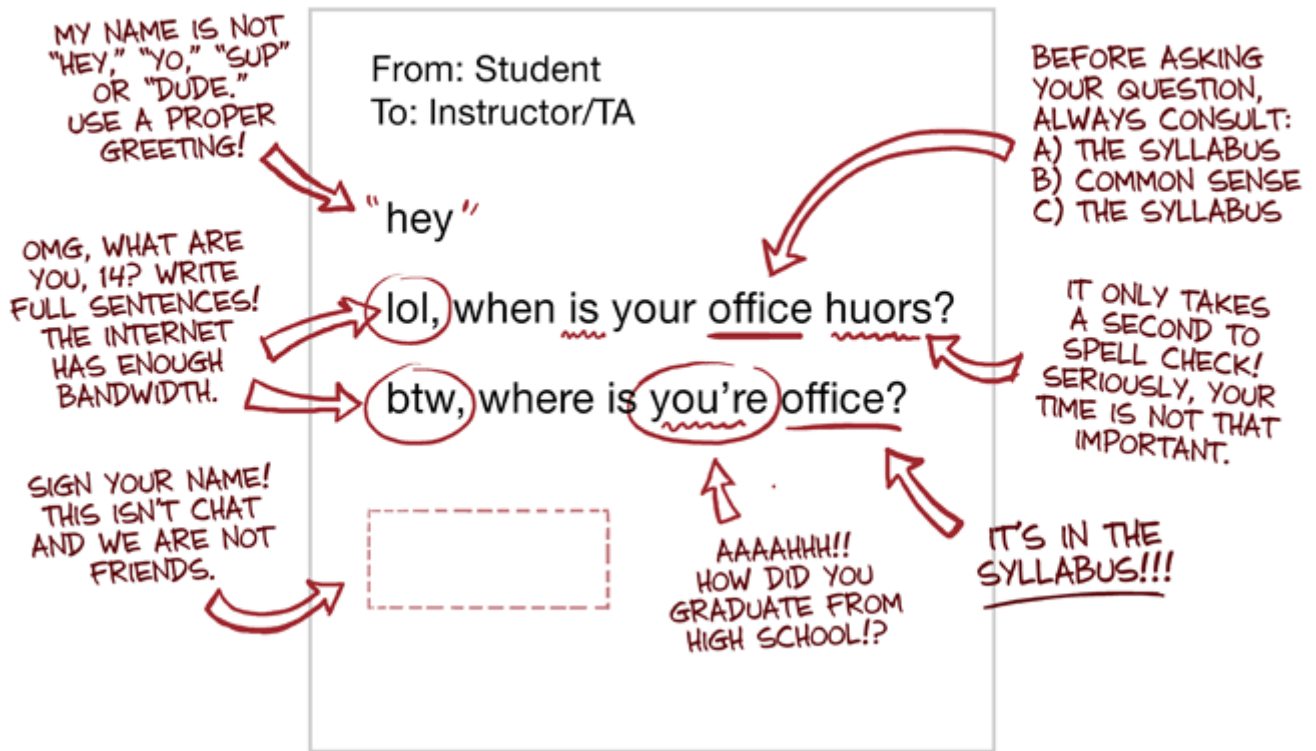
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If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares

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

Copyright

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Third-Party Software and FERPA

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

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. **Everyone will show respect for one another and the diverse issues and topics that will be covered.** Failure to respect one another is not the same as not engaging. **If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we**

can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

ProctorHub

[ProctorHub](#) is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. If you do not have a webcam, there are computers with webcams in the UCF library, or you can visit the [LibTech desk](#) at the library to check out one. LibTech can also direct you to a computer in the library with a webcam. Please note that these computers cannot be reserved ahead of time. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

Semester Calendar

SECTION I: GENDER

Week 1: Jan. 7 - 11

Topic: Course Intro & Challenging Universals

Readings: GCP Chapters 1.1 and 1.2

Assignments: **Syllabus Quiz**

Week 2: Jan. 14 - 18

Topic: Gender, Family, & Work

Readings: GCP Chapters 1.3 & 11.3

Week 3: Jan. 21 - 25

Topic: Gendered Material Culture

Readings: GCP Chapter 4.2

Assignments: **Online Discussion 1**

Week 4: Jan. 28 - Feb. 1

Topic: Complicating Gender

Readings: GCP Chapters 4.1 and 2.3

Week 5: Feb. 4 - 8

Topic: Gender at Home

Readings: GCP Chapters 10.2 and 10.3

Assignments: **Online Discussion 2**

SECTION II: SEXUALITY

Week 6: Feb. 11 - 15

Topic: Gender, Sex, and Sexuality

Readings: GCP Chapters 3.1 and 3.2

Exam 1: available online between 12:00am February 14 and 11:59pm February 15 (all times EST)

Week 7: Feb. 18 - 22

Topic: Language and Performance

Readings: GCP Chapters 7.2 & 7.3

Assignments: **Online Discussion 3**

Week 8: Feb. 25 – Mar. 1

Topic: Growing up Gendered

Readings: GCP Chapters 6.2 and 6.3

Week 9: Mar. 4 - 8

Topic: Sexuality Online

Readings: GCP Chapter 9.3

Assignments: **Online Discussion 4**

Week 10: March 12 - 16

Spring Break (No Classes)

SECTION III: POWER

Week 11: Mar. 18 - 22

Topic: Power, Agency, and Structure

Readings: GCP Chapters 2.1 and 2.2

Exam 2: available online between 12:00am March 21 and 11:59pm March 22

Week 12: Mar. 25 - 29

Topic: Intersectionality

Readings: PDFs on WebCourses

Assignments: **Online Discussion 5**

Week 13: April 1 - 5

Topic: Representation as Power

Read: GCP Chapters 5.1 and 5.2

Week 14: April 8 - 12

Topic: Sex, Gender, and Online Culture

Readings: *Kill All Normies* (selected chapters as PDF)

Week 15: April 15 - 19

Topic: Sex, Gender, and Healing

Readings: *Learning Good Consent*

Assignments: **Online Discussion 6**

Week 16: April 22

Topic: Course Wrap-Up

Readings: TBD

Exam 3: available online between 12:00am April 25th to 11:59pm April 26th

Important UCF Dates for Spring 2018

January 10, 2019 - Last Day to Drop and Request Full Refund

January 10, 2019 - Drop/Swap Deadline

January 11, 2019 - Add Deadline

March 20, 2019 - Withdrawal Deadline

Syllabus

Syllabus

Spring 2019

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 3rd floor
Office Hours	Wednesday 11 - 1 Online in class chat Thursdays 10 am - 12; 2 pm - 4 pm
Phone	#####
Email	vance.geiger@ucf.edu

Course Information

Course Name	Indians of the Southeast
Course ID	ANT 3311
Credit Hours	3
Semester/Year	Spring 2017
Location	Fully Online

Course Description

This class is an introduction to Native Americans of the Southeast including prehistory, social organization, subsistence, religion, history pre- and post contact, the consequences of contact with Europeans and Americans.

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

Course Objectives

- Explain how culture impacts human behavior.
- Describe how culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Present students with an anthropological perspective on Native Americans of the Southeast including: the prehistory, the social organization, subsistence and beliefs and the history and consequences of contact with Europeans and then Americans

Required Text

- *Indians of the Greater Southeast* by Bonnie McEwan
isbn 13: [9780813020860 \(Links to an external site.\)](#)[Links to an external site.](#)

Course Requirements

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

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100

Exam 3	100
10 Online Assignments and Discussions @ 10 points each	100
Total	400 points

Online Exams

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

Online Assignments and Discussions

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

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

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

Letter Grade Percentage

A	90-100
B	80-89
C	70-79

D	60-69
F	59 or below

Missed Exam - Make-Ups

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

Academic Honesty

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

Accessibility Statement

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

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Syllabus: ANT 3311 INDIANS OF THE SOUTHEAST UNITED STATES

Spring 2019

Instructor: Vance Geiger, PhD

Office Hours: Monday 10 - 12

Online Office Hours in the class chat room

Office: Philips Hall 3rd floor

E mail: vance.geiger@ucf.edu

Course Description: This course will explore the prehistory, history and culture of Native Americans of the Southeast United States

This is W online Course: This means that you will spend all of your class time doing online study and assignments. There are ten online assignments required in this course this semester. The online assignments are designed to have students read the online material and respond to both content questions and analytical questions. To receive full credit for these assignments complete answers are required. Unfortunately some students tend not to take these questions as seriously as they should, expecting to receive full credit for any kind of answer. This is not a good approach. Do not respond to these assignments as if they were "tweets." In addition, this is not cable news, answer the question you are asked, not the question you wished you had been asked.

Online assignments: When answering the online assignments, write your answers in MS Word and save them to your computer. Then go to that week's assignment area and open the compose feature, copy and paste your answer from your Word document into the area provided and then post the answer. Do not try to write your answers directly into the composition area. If anything happens to your connection to the class website before you actually post your answer you will lose whatever you have written. If you write and save your answer to your own computer you can always repost it if

something happens to your online connection, and this does happen! And it can also happen if you attempt class work on the phone.

Important: Do Not Use Attachments.

Online assignment Deadlines: There is a lot of material to cover in this semester. Consequently there are deadlines imposed to have you keep up with the material.

Online Exams: You will take all exams online. The exams will be available for several days. Once you open an exam you will have a period of time to complete it. Answer and save all of your answers, go back and check your answers then submit the exam. It is your responsibility to save your answers and submit your exam. If you believe that you have done everything correctly but your exam is not scored after you submit it, contact your instructor so that any issue can be addressed. Do not take the exam and not check to see if it is scored and then contact the instructor weeks later.

Online Material: There is one text for this course. However, there is also a lot of online material that will be very important. If you have questions on the material you need to e mail me or ask questions during online office hours. .

Organization of the Class: This is an anthropology class. The class begins with the prehistory of Southeast. This period is important for understanding the full range of cultural characteristics of Southeastern Indians. It is also important for understanding the conditions that prevailed at the time of European contact and why contact had the consequences it had. The class then covers the early contact with Europeans and the consequences for the Southeast Indians. The Southeast was the first area in North America impacted by European contact and consequently the impact on the area is very different than that experienced by other Native Americans in other areas. The Colonial and American periods are then covered.

Grading: There will be Three exams in this course. Each exam will be worth 100 points. There will also be 10 online assignments each worth 10 points

Grading: Three 100 point exams = 300 points

10 Online assignments = 100 points

Total Possible 400 points

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

E = Less than 60%

Week 1:1/7 Introduction to Anthropology and the Concept of Culture

Reading: online material

Assignment 1 due 1/14

Week 2:1/14 Intro to Archaeology

Reading: online material

Assignment 2 due 1/21

Week 3: 1/21 Introduction and Southeastern Environment and Prehistory

Reading: online material

The Environment: Geography and Landscape Evolution;

Assignment 3 due 1/28

Week4: 1/28 The Paleo-Indian Period: 13,000 - 8,000 BC

Reading: online material

Assignment 4 due 2/4

Week 5:2/4 The Archaic Period: 8000 - 1000 BC

Reading: online material

Exam 1 2/9 8am – 2/11 11:55 pm

Assignment 5 due 2/11

Week 6: 2/11 The Woodland Period: 1000 BC - 1000 AD

Reading: online material

Week 7 2/18 The Mississippian Period: 1000 – 1500

Reading: online material

Week 8 2/25 Specific Southeastern Tribes That are no more...

Reading: McEwan chapters 1 - 3

Week 9 3/4 Contact with Europeans, Indians and Disease, The Colonial Period

Reading: online material

Summing Up Pre-Contact Indian Cultural Developments; Early European Exploration and Contact

The Archaeology of Early Contact

Indians and Disease; Catholic Mission System

Colonial Period; The English, French and Spanish

Contact assignment due 3/18

Spring Break 3/11 - 3/16

Week 10 3/18 The American Period: Indian Resistance and Removal

Reading: online material

Colonial Period; The English, French and Spanish

Early American Ideas About Indians

The American Period: Indian Resistance and Removal

Exam 2 3/23 8 am – 3/25 11:55 pm

Week 11 3/25 The Cherokee

Reading: online material; McEwan chapter 8

Cherokee and social organization assignments due 3/25

Ceremony Assignment due 4/1

Week 12 4/1 The Natchez

Reading: online material; McEwan chapter 6

Natchez assignment due 4/8

Week 13 4/8 The Seminoles

Reading: online material, McEwan chapter 11

Week 14 4/15 Indians and the Bureau of Indian Affairs

Reading: online material

4/22 Last Day of Class

Exam 3 4/20 8 am – 4/22 11:55 pm

Final Exam (make up a missed exam only) 4/24 8 am – 4/25 11 55 pm



Primatology

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

ANT3550C (0M01) Primatology Syllabus

Spring 2019, 3.0 Credit Hours, Mixed-Mode and Lab

Tuesday Lecture: Tuesdays 9-10:15am in CB1 120;

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

Lab 3: Thursdays 12:00-1:15pm

Professor Contact

Professor: Dr. Sandra Wheeler

Office: Howard Phillips Hall 309F (Main Campus)

Office Hours: Tuesdays 10:30am-12:30pm and by appointment

Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Graduate Teaching Assistant (GTA) Contact

GTA: Adam Biernaski

Office Hours: TBA

Contact: Discussion Board or Inbox

University Catalogue Description

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

Course Description

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

We will explore these various topics through readings from your textbook and readings, as well as through lectures, modules, films, and hands-on lab activities. You will be assessed through labs, exams and final group presentations. The syllabus may be modified, as determined by the instructor. All changes will be announced in class or on Webcourses.

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

Started Required Activity by JAN 11. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Learning Outcomes

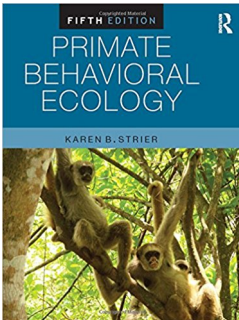
By the end of this course you will:

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

Required Text

This book is required for this course. I will be using the 5th edition but **you can use the 4th edition** if you can't afford the newest edition. The textbook is available for purchase in the UCF Bookstore and through various online vendors.

Any additional readings outside of your text will be provided electronically (pdf's) in the INTRODUCTION pages of the course modules.



Primate Behavioral Ecology, 5th edition

Author: Karen Strier
Publisher: Routledge
Year: 2017

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

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percent	Description
Labs (10)	35%	Hands-on and online activities, short writing responses and worksheets
Quizzes	15%	Module quizzes based on course materials, lowest quiz score dropped

Exams (3)	35%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials
Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic

Lab Assignments: To do well in this course, it is essential to keep up with the lab assignments. You *must* attend Thursday labs **when they are scheduled in MSB 149** as you will not be able to make-up the hands-on labs. **Labs 1-7 are scheduled in MSB 149, Labs 8-10 are completed online.** Please note that MSB 149 only fits 32 people so only attend the lab you signed up for. Labs will consist of hands-on and online activities, short writing responses, and worksheets. The labs will build on the lecture presented in class and will prepare you for the next lecture so it is important to attend and actively participate. Students may work with a lab partner/s in class to complete the lab activities and worksheets, however each student will turn in his/her *own original* work. Lab worksheets are due in class the following week unless otherwise noted. **NOTE:** If you forget to bring your lab worksheet on the due date, you have **one week** to turn in (in person, not electronically) the worksheet portion with a late penalty. After one week past the due date, I will not accept the lab worksheet and **you will receive a zero for that part of the lab.** There will be **no make-ups** for hands-on lab activities. If you miss an in-person lab and you have an excused absence you will be given an alternate assignment (likely a short research paper) to complete. **We will not meet for labs on Exam days!** Lab assignments are worth 35% of your final grade.

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

Exams: There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you must complete it. Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 35% of your final grade. **The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative.**

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product. You will upload **your final assignment and provide** comments/feedback on **at least two** other student's assignments to earn full credit. More details on this assignment can be found by accessing the Primate Infographic Module. This Primate Infographic is worth 15% of your final grade.

Primate Field Trip: I will arrange several dates where we will visit the [Center for Great Apes](#) in Wauchula, FL and maybe Back to Nature Wildlife Refuge (they have lemurs!). This will likely be on a Friday but I will schedule a few different times during the semester to visit as a class. The Center for Great Apes is a 2-hour drive from UCF, we can car pool to make it easier. Back to Nature is in Orlando, about 20 minutes from UCF. These trips are **completely voluntary** and **your grade will not be affected** if you cannot attend. We will discuss this in more detail as the dates get closer.

Weekly Schedule

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none">Exams close by 11:59pmQuizzes due by 11:59pm	<ul style="list-style-type: none">Start review of new module/pages	<ul style="list-style-type: none">Attend class for lectureFinish up lab from previous week	<ul style="list-style-type: none">Watch any video or media in modulesReview next lab assignment	<ul style="list-style-type: none">Attend Labs 1-7 in MSB 149; Labs 8-10 onlineExams open 8am	<ul style="list-style-type: none">Work on lab assignmentsFinish module readings	<ul style="list-style-type: none">Dance

What About Make-Up Work?

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

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

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

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

Who Should Take This M- and C- Course?

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

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

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

The UCF Mobile App!!

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

Course Requirements

This course begins on **MONDAY, JANUARY 7** and ends on **MONDAY, APRIL 27, 2019**. The **Final Exam (Exam 3)** is available during Final's Week, **WEDNESDAY, APRIL 24 to SUNDAY, APRIL 29, 2019**. Over the course of this semester, you will be expected to:

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

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

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT3550 or Primates/Monkeys/Apes** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Academic Responsibility

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

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

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

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

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

Respect for diversity: This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the classroom or lab, **you may be removed from the course** and subject to action by the Office of Student Conduct.

Campus Safety

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

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

Student Accessibility Services

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

Copyright

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

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

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

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

Module	Topic and Readings	Due Dates
Module 1	What is a Primate? Text <ul style="list-style-type: none"> Strier KB. 2017. Introduction to Primate Studies (CH 1, pages 1-35). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. Additional Reading <ul style="list-style-type: none"> Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>. Oxford University Press. 	Quiz 1 due JAN 20 LAB 1 due JAN 17
Module 2	Primate Taxonomy Text <ul style="list-style-type: none"> Strier KB. 2017. Traits, Trends, and Taxonomy (CH 2, pages 37-72). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	Quiz 2 due JAN 27 LAB 2 due JAN 24
Module 3	Primate Parts Additional Reading <ul style="list-style-type: none"> Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: https://www.npr.org/sections/13.7/2016/10/20/49 	Quiz 3 due JAN 27 LAB 3 due JAN 31

	<p>8578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children</p> <ul style="list-style-type: none"> • A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process • Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall. 	
Module 4	<p>Primate Evolution Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Primates Past to Present (CH 3, pages 73-100). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 4 due FEB 3 LAB 4 due FEB 7 Primate Infographic Topic due FEB 24</p>
Module 5	<p>The Apes Additional Reading</p> <ul style="list-style-type: none"> • Stumpf RM. 2010. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective</i>. Oxford University Press. • Roach M. 2013. Almost human (pages 21-42). In: <i>Biological Anthropology</i>. National Geographic Learning. • Raffaella P. 2007. Guerillas in the midst (pages 1-5). <i>Smithsonian</i> magazine, Oct 2007. • Van Schaik C. 2010. Why are some animals so smart? (pages 55-59). In: <i>Annual Editions: Physical Anthropology 10/11</i>. McGraw Hill. 	<p>Quiz 5 due FEB 17</p>
EXAM 1 ONLINE THURSDAY FEB 14 to SUNDAY FEB 17, 2019		
Module 6	<p>Primate Sociality Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Evolution and Social Behavior (CH 4, pages 101-141). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 6 due MAR 3 LAB 5 due FEB 28</p>
Module 7	<p>Evolution and Sex Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Evolution and Sex (CH 5, pages 143-182). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 7 due MAR 10 LAB 6 due MAR 7</p>
Module 8	<p>Old World Monkeys and Tarsiers Additional Readings</p> <ul style="list-style-type: none"> • Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall. • Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 8 due MAR 20</p>
SPRING BREAK MAR 11 to 15, 2019		
Module 9	<p>Food, Foraging and Females Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Food, Foraging, and Females (CH 6, pages 183-214). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 9 due MAR 24 LAB 7 due MAR 19</p>
EXAM 2 ONLINE THURSDAY MAR 21 to SUNDAY MAR 24, 2019		
Module 10	<p>New World Monkeys</p>	<p>Quiz 10 due MAR 31</p>

	<p>Additional Readings</p> <ul style="list-style-type: none"> • Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall. • Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall. 	
Module 11	<p>Male and Female Strategies</p> <p>Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Female Strategies (CH 7, pages 215-248) and Male Strategies (CH 8, pages 149-278). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 11 due APR 14</p> <p>LAB 8 due APR 11</p>
Module 12	<p>Strepsirhines</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. • Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. • Martin R and Bearder S. 1998. Radio Bush Baby (pages 205-210). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. 	<p>Quiz 12 due APR 14</p>
Module 13	<p>Primate Communication and Cognition</p> <p>Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Communication and Cognition (CH 10, pages 311-346). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 13 due APR 21</p> <p>LAB 9 due APR 18</p>
Module 14	<p>Primate Conservation</p> <p>Text</p> <ul style="list-style-type: none"> • Strier KB. 2017. Conservation (CH 12, pages 373-398). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 14 due APR 28</p> <p>LAB 10 due APR 25</p>
EXAM 3 ONLINE WEDNESDAY APR 24 to SUNDAY APR 28, 2019		

Course Syllabus

[Jump to Today](#)

 **Edit**

Professor Contact

Instructor Dr. Nessette Falu

Office HPH, 309E

Office Hours M&W 3-4pm

Phone 407-823-3991

E-mail nessette.falu@ucf.edu

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610

Credit Hours 3

Meeting Times M&W 1:30-2:25

Semester/Year Spring 2019

Location TBD

Course Description

Language is part of our everyday lives. Having a linguistic approach to understanding language is one way to study it. In this course, you will learn understand language as a broad and complex category of culture and social aspects of people's lives.

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. The course will explore the study of language in a variety of ways that include theory, methods, histories, and ethnographic approaches to linguistic anthropology. Linguistic anthropology, one of four main subfields of the discipline of anthropology, is a social science. As a social science, you will engage in readings, discussions, and assignments that examine and explore the role of language within culture and society. This course will explore films, cultural productions, social media, politics, global and local contexts, and much more.

Course Objectives

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

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. Second Edition. ISBN 9781119060604
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686

Supplemental Texts

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

Course Requirements

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

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion posts and assignments, so you have to stay on top of this as **no late work will be accepted without penalty**. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documented special circumstances. There are no make-ups for missed exams.**

Evaluation and Grading

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

of your papers, as long as you have them to me at least ten days before the paper deadline.

<i>Participation and Attendance</i>	<i>100 points</i>
<i>Discussant</i>	<i>100 points</i>
<i>Short Answer Quizzes</i>	<i>200 points</i>
<i>Book Review</i>	<i>200 points</i>
<i>Multi-Media Presentations</i>	<i>200 points</i>
<i>Final Paper</i>	<i>200 points</i>

Your grade will be based on the following scale:

Percentage	Grade
95-100	A
89-95	A-
85-88	B+
81-85	B
78-80	B-
74-77	C+
69-73	C
65-68	C-
60-64	D
59 and below	F

Your grade will be based on the following assignments and assessments.

Assignment Group Weight

Graded Discussions	40
Papers	25
Quizzes	15
Exams	20

Attendance Policy

If you miss a class: contact another student in the course to find out what occurred in class that day and what you will need to prepare for the next meeting. Students are expected to attend all classes; You will be

penalized for excessive unexplained absences. In cases where you must miss class for periods longer than one week, you should see a Dean of Students for assistance to help verify these circumstances.

Being in class: In order to receive an excellent grade in this course, you will need to attend all class meetings, on time. While in class you may use your laptop computer to take notes and/or work on in-class projects. However, please refrain from using Facebook, on-line games, generalized surfing, etc. in order to be “mentally” (as well as physically) present in class. This will also avoid distracting other students.

Academic Honesty

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

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Copyright










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assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	
Fri Jan 19, 2018	 Student Engagement Quiz (https://webcourses.ucf.edu/courses/1308720/assignments/6088907)	due by 11:59pm
Sun Jan 13, 2019	 QUIZ 1 (https://webcourses.ucf.edu/courses/1308720/assignments/6088905)	due by 11:59pm
Fri Jan 18, 2019	 Group Discussion 1 (https://webcourses.ucf.edu/courses/1308720/assignments/6088925)	due by 11:59pm
Sun Jan 27, 2019	 Online Quiz 2 (https://webcourses.ucf.edu/courses/1308720/assignments/6088909)	due by 11:59pm
Mon Feb 4, 2019	 Group Discussion 2 (https://webcourses.ucf.edu/courses/1308720/assignments/6088927)	due by 11:59pm
Sun Feb 10, 2019	 Online Quiz 3 (https://webcourses.ucf.edu/courses/1308720/assignments/6088911)	due by 11:59pm
Mon Feb 18, 2019	 Group Discussion 3 (https://webcourses.ucf.edu/courses/1308720/assignments/6088929)	due by 11:59pm
Mon Feb 25, 2019	 Midterm Examination (https://webcourses.ucf.edu/courses/1308720/assignments/6088899)	due by 12pm
	 Group Discussion 4 (https://webcourses.ucf.edu/courses/1308720/assignments/6088931)	due by 11:59pm
Sun Mar 3, 2019	 Online Quiz 4 (https://webcourses.ucf.edu/courses/1308720/assignments/6088915)	due by 11:59pm
Sun Mar 24, 2019	 Online Quiz 5 (https://webcourses.ucf.edu/courses/1308720/assignments/6088917)	due by 11:59pm
	Lyrics and Social Change Assignment	

Mon Mar 25, 2019

 (<https://webcourses.ucf.edu/courses/1308720/assignments/6088941>)

due by 11:59pm

Mon Apr 1, 2019

 [Group Discussion 5](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088935>)

due by 11:59pm

Sun Apr 7, 2019

 [Online Quiz 6](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088903>)

due by 11:59pm

Mon Apr 15, 2019

 [Group Discussion 6](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088923>)

due by 11:59pm

Mon Apr 22, 2019

 [Decolonizing Language Paper](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088937>)

due by 11:59pm

Tue Apr 30, 2019

 [Final Examination](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088913>)

due by 11:59pm

 [Multifunctionality Matching](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088943>)

 [Obojobo Information Fluency Module](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088945>)

 [Obojobo Module --APA Plagiarism Prevention](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088947>)

 [Obojobo Plagiarism Module](#)
(<https://webcourses.ucf.edu/courses/1308720/assignments/6088949>)

Course Schedule

Language and Culture

FALL 2019

Course Schedule

Week	Topics/Readings	Assignment
1	Read <ul style="list-style-type: none">• Ahearn Ch. 1• Module Content	<ul style="list-style-type: none">• Introduction discussion post - Financial Aid Requirement• Quiz 1 opens 1/10 and closes 1/13
2	Read <ul style="list-style-type: none">• Ahearn Ch. 2 and 3• Module Content	Discussion 1 <ul style="list-style-type: none">• Post by Fri 1/18• Reply by Mon 1/21
3	Read <ul style="list-style-type: none">• Ahearn Ch. 4• Module content	Quiz 2 <ul style="list-style-type: none">• Quiz 2 opens 1/24 and closes 1/27
4	Read	Discussion 2 <ul style="list-style-type: none">• Post by Fri 2/1

	Davis - Introduction, Ch. 1-2	<ul style="list-style-type: none"> • Post by Fri 2/1 • Reply by Mon 2/4
5	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 5 • Module content • Ahearn, Literary, Power and Agency: Love Letters and Developmental in Nepal 	<p>Quiz 3</p> <ul style="list-style-type: none"> • Quiz 3 opens 2/7 and closes 2/10
6	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 6 • Module content • Bourgois, Poverty at Work: Employment and the Crack Alternative • Meyerhoff, "Sorry in the Pacific" • Attend Jason DeLeon's Lecture - Extra Credit 	<p>Discussion 3</p> <ul style="list-style-type: none"> • Post by 2/15 • Reply by 2/18
7	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 7 • Module content • Dreifus, Claudia. "The bilingual advantage." 	<p>Discussion 4</p> <ul style="list-style-type: none"> • Post by 2/22 • Reply by 2/25
	MIDTERM	<ul style="list-style-type: none"> • Midterm opens Thu 2/21 and closes Mon 2/25 at 12NOON
8	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 8 • Module content • Baquedano-Lopez, "Literacy practices across learning contexts." • Baron, "Instant Messaging and the Future of Language" 	<p>Quiz 4</p> <ul style="list-style-type: none"> • Opens 2/28 and Closes 3/3
9	<p>Read</p> <ul style="list-style-type: none"> • Davis, Ch. 3-5 	<p>Book Review Assignment</p> <ul style="list-style-type: none"> • Part 1 - due Mon 3/4 at 12noon • Part 2 - due Wed 3/6 at 12noon

		12noon
10	SPRING BREAK 3/11-16	Enjoy!
11	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 9 • Module content • Farnell, "Dynamic embodiment in Assiniboine (Nakota) Storytelling" 	<p>Quiz 5</p> <ul style="list-style-type: none"> • Opens 3/22 • Closes 3/24 <p>Lyrics and Social Change Paper</p> <p>Due Mon 3/25</p>
12	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 10 • Module content • Cameron, "The Myth of Mars and Venus" • Kulick, "Anger, gender, and Language shift" 	<p>Discussion 5</p> <ul style="list-style-type: none"> • Post by Fri 3/29 • Reply by Mon 4/1
13	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 11 • Module content • Urcioli, "The political topography of English" 	<p>Quiz 6</p> <ul style="list-style-type: none"> • Opens 4/4 • Closes 4/7
14	FILM: Talking Black In America (2017) in-class screening and discussion	<p>Discussion 6</p> <ul style="list-style-type: none"> • Post by Fri 4/12 • Reply by Mon 4/15
15	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 12 	<p>Decolonizing Language and Identity Paper</p> <p>Due Thu 4/20</p>

	<ul style="list-style-type: none">• Harrison, "A world of many (fewer) voices"• Module content	<ul style="list-style-type: none">• Due Thu 4/22
16	Read <ul style="list-style-type: none">• Ahearn Ch. 13 - Conclusion• Module content	
	FINAL EXAM	Opens 4/26 Closes 4/30

ANT 4013-0001
Anthropology of Fast Food
Spring 2019
Dr. Ty Matejowsky

Course Information

Tuesday/Thursdays 10:30am-11:45am
Business Administration#2 0207
Office Hours: Tuesdays 1-3pm or by
appointment

Contacting the Professor

Office: Phillips Hall, room 309g
Phone: (407) 823-4611
E-mail: Ty.Matejowsky@ucf.edu

Course Description: Around the world, eating habits are changing because of the growing popularity of Western-style fast food. Many feel this increasingly ubiquitous style of cuisine plays a major role in changing traditional diets and lifeways of cultures worldwide.

This is an upper-division course designed to familiarize students with the increasingly global impact of corporate fast food on local lifeways. This class examines anthropological and sociocultural work on fast food in diverse societies.

Topics this course will touch upon include:

- Theoretical perspectives on consumption and globalization
- Rise of corporate fast food overseas
- Fast food localization and globalization
- Ritual & symbolic aspects of fast food
- Children, nutrition, & fast food globalization
- Environmental impact of fast food industry
- Fast food outreach
- Food trucks & convenience stores
- Slow food

Required Texts (purchase in Bookstore)

1. Wilk, Richard (ed). 2006. *Fast Food/Slow Food: The Cultural Economy of the Global Food System*. Altamira Press.
2. Watson, James L. (ed). 2006. *Golden Arches East: McDonald's in East Asia* (Second Edition). Stanford University Press.
3. Matejowsky, Ty. 2017. *Fast Food Globalization in the Provincial Philippines*. Lexington Press.

Required Articles:

These will be made available through Webcourses. Please see below for specific article citations and their scheduled time during the semester.

Class Format:

Class meetings are conducted as hybrid seminars/lectures with considerable focusing on student discussion. Discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes. Students will be responsible for **all** material covered in lectures, readings, and films.

Tests: There will be four exams held on the dates scheduled below. Exams will be held at the beginning of class on the day scheduled and must be taken in class. The format of the exams will vary. Some will consist of short answer/essay questions and identification questions while others will entail standard multiple-choice and true/false questions (I will let you know the format of the exam ahead of time). Students will have the entire class period to complete the exam. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Research Paper: Students are required to write a paper that ethnographically analyzes the operations of a local fast food restaurant. This should be based on participant-observation. The paper should be at least 2,000 words – no more than 2,500. Papers are due at the beginning of class **April 18, 2019**. (For ‘Writing Parameters’ see below).

Short Reaction Papers: (starting from January 14, 2 lowest grades will be dropped) Each student is expected to read all assigned material for a given week in advance of the Tuesday class and write a short one page single-space reaction paper (at least 300 words) based on those readings. Students are expected to post their papers electronically on Webcourses and include an attachment of the paper in the appropriate discussion board by 8 pm the day before the class (i.e., Monday) so that others can read it (**I will not accept late papers**).

Students should read other students’ entries before coming to class the next day. These papers should not be summaries (everyone will have read the texts so summaries are not needed); they should be thoughtful reflections, comments, connections to other readings, and reactions to the ideas in the texts. Also, they should not be reiterations of reviews of these books or articles written by other scholars. To receive full credit, these papers must contain critical and thoughtful analysis of arguments in the texts. (For ‘Writing Parameters’ see below).

Writing Parameters: All writing assignments (except the Reaction Papers) should be double spaced, 1” margins on all sides, Times New Roman or Garamond font size 12. (Please do not use Arial font, given that it’s much larger.) Please use a cover sheet with your name, date, course number, and the title of your report or paper. The Short Reaction Papers must be single spaced with otherwise the same parameters.

Plagiarism: I 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. Claiming another person's work as your own & using that work to satisfy course requirements is a form of plagiarism. Also, copying material verbatim or in a paraphrase from a reference source without acknowledging that source in your text constitutes plagiarism. Similarly, it also entails purchasing written work from some other party or hiring another person to prepare written work on your behalf. Thus, it is the student's responsibility to ensure that all written work submitted for credit in this course is entirely his/her own. All instances of suspected plagiarism will be reported to the appropriate academic authority. All student papers are subject to analysis through turnitin.com.

Evaluation: Final grades will be determined by your performance on the exams, assignments and my assessment of class participation/preparedness.

Four Exams	60%
Reaction Papers	15%
Research Paper	20%
Attendance/Participation/Preparedness	5%
Total	100%

No requests for incompletes or grade changes will be considered except in the most extreme, compelling and well documented of circumstances. **There will be no "extra work/credit" to improve your grade.** If you think you are failing the course, please contact me right away.

I will only discuss matters related to grades during office hours or by appointment.

Grading System:

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

Changes in the Syllabus: Instructors reserve the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in their professional judgment, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

Attendance Policy: The structure and nature of this course demands that students be present in class. Besides lecture, much of the material presented in class will take the form of slides/videos. These visual presentations must be viewed in class and can not be loaned out. Moreover, the instructor will not provide students access to his lecture notes.

If you are seeking notes from a missed lecture please get them from a classmate. Thus, you should make every effort to attend classes. If you are having difficulties that interfere with the class, I urge you to contact me.

Incompletes: A grade of “I” is only given in cases of extreme emergency or special & highly documented circumstances late in the semester, provided that you have been making satisfactory progress.

Withdrawals: The drop date for spring 2019 is **March 20, 2019** which is the last date to withdraw or drop out without grade penalty.

Miscellaneous:

Students are expected to conduct themselves with appropriate classroom behavior during class meetings. Disruptive behavior such as talking, texting, passing notes, sleeping, working on homework from other classes, and the like may result in the student being asked to leave class. Also, all cell phones, and other electronic devices* are to be turned off and put away during class.

If there is anything in the syllabus that is unclear, **it is the student’s responsibility to contact the professor for clarification.**

Tentative Class Schedule

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Classes	Topics	Readings and Assignments
Week 1 January 8	Introduction and Course Overview	
January 10	Restaurants	
Week 2 January 15	McDonaldization	<ul style="list-style-type: none"> • George Ritzer <i>An Introduction to McDonaldization</i> (2001); • George Ritzer <i>McDonaldization and Its Precursors: From the Iron Cage to the Fast Food Factory</i> (2001)
January 17	McDonaldization	
Week 3 January 22	Fast Food Ethnography	<ul style="list-style-type: none"> • E. Christine Jackson <i>Ethnography of an Urban Burger King</i> (1979); • Derek Pardue <i>Familiarity, Ambience</i>

* using laptops to take notes and tape recording lecture is permitted

		<p><i>and Intentionality: An Investigation into Casual Dining Restaurants in Central Illinois</i> (2007);</p> <ul style="list-style-type: none"> • Matejowsky – Preface; Introduction
January 24	Fast Food Ethnography	
Week 4 January 29	Anthropological Perspectives on the Rise of Fast Food Overseas	<ul style="list-style-type: none"> • Watson – Introduction; Chapter 5; • Matejowsky – Chapter 1; • Dionne Searcey & Matt Richtel <i>Obesity was Rising as Ghana Embraced Fast Food</i> (2017).
January 31	Anthropological Perspectives on the Rise of Fast Food Overseas	
Week 5 February 5	Street Food	<ul style="list-style-type: none"> • Ty Matejowsky <i>The Incredible, Edible Balut: Ethnographic Perspectives on the Philippines' Favorite Liminal Food</i> (2013)
February 7	Exam 1	
Week 6 February 12	Localization, Glocalization, & Glocommodification	<ul style="list-style-type: none"> • Ty Matejowsky <i>SPAM and Fast Food Glocalization in the Contemporary Philippines</i> (2006); • Uri Ram <i>Glocommodification: How The Global Consumes the Local in Israel</i> (2004) • Matejowsky – Chapters 2 & 3;
February 14	Localization, Glocalization, & Glocommodification	
Week 7 February 19	The Rituals and Symbols of Corporate Fast Food; Anthropological Perspectives on Children and Fast Food	<ul style="list-style-type: none"> • Joseph Bosco <i>An Anthropological View of the Hong Kong McDoanld's Snoopy Craze</i> (1999); • Watson – Chapter 2 • Matejowsky – Chapter 4
February 21	The Rituals and Symbols of Corporate Fast Food; Anthropological Perspectives on Children and Fast Food	
Week 8 February 26	Fast Food & Advertising	<ul style="list-style-type: none"> • C. Wesley Buerkle <i>Metrosexuality Can Stuff It: Beef Consumption as (Heteromasculine) Fortification</i> (2009); • Ty Matejowsky <i>Like a "Whopper Virgin": Anthropological Reflections on Burger King's Controversial Ad</i>

		<i>Campaign</i> (2010).
February 28	Fast Food & Advertising	
Week 9 March 5	Fast Food Nutrition	<ul style="list-style-type: none"> • Jeffery Sobal and Wm. Alex McIntosh <i>Globalization and Obesity</i> (2010); • Matejowsky – Chapter 5
March 7	Exam 2	
March 11-15	SPRING BREAK	
Week 10 March 19	Fast Food as Political Symbols; Fast Food & Environment	<ul style="list-style-type: none"> • Watson – Chapter 4; • Richard Robbins – <i>Environment & Consumption</i> Chapter 7 • Mark Bittman – True Cost of a Burger (2014). •
March 21	Fast Food as Political Symbols	
Week 11 March 26	Fast Food Outreach/ Food Trucks	<ul style="list-style-type: none"> • Ty Matejowsky <i>I Never Promised You a Learning Garden: Critical Reflections on the Ill-Timed Launch and Uncertain Future of a Fast Food Outreach Project in Orlando, Florida</i> (2014); • Allison Caldwell <i>Will Tweet for Food: Microblogging Mobile Food Trucks – Online, Offline, and In Line</i> (2012)
March 28	Fast Food Outreach/ Food Trucks	
Week 12 April 2	Convenience Stores	<ul style="list-style-type: none"> • Ty Matejowsky <i>Convenience Store Pinoy: Sari-Sari, 7-Eleven, and Retail Localization in the Contemporary Philippines</i> (2008); • Wilk – Chapter 9
April 4	Exam 3	
Week 13 April 9	Slow Food	Wilk – Chapters 5& 14
April 11	Slow Food	
Week 14 April 16	Fast Food Futures	<p>Matejowsky – Conclusion;</p> <ul style="list-style-type: none"> • Watson – Afterword

April 18	Fast Food Futures	Research Paper due
Week 15 April 23	No class – Study Day	
April 30	Exam 4 (non-cumulative final) 10:00am – 12:50am	

Policies

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide official written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior,

	<p>notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.</p> <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf</p>
Course Accessibility	<p>We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.</p>
Emergency Procedures	<p>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.</p> <p style="padding-left: 40px;">In case of an emergency, dial 911 for assistance.</p> <p style="padding-left: 40px;">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>.</p> <p style="padding-left: 40px;">Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">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</p>

	<p>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.”</p> <p>Students with special needs related to emergency situations should speak with their instructors outside of class.</p> <p>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIK YajEx4pk).</p>
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

History of Anthropological Thought

Anthropology 4034-0001
Spring 2019

Tuesdays and Thursdays, 12:00-1:15 PM
Business Administration 2, BA2 0207

Dr. John H. Walker
john.walker@ucf.edu
409O Howard Phillips Hall

Ms. Megan McCollum
megan.mccollum@knights.ucf.edu
309 Howard Phillips Hall



Office Hours: Tuesdays and Thursdays, 11:00 AM-12:00 PM; 3:00 PM-4:00 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

Anthropologists have an unusual perspective on foundational questions because they study people in different cultural, historical, and environmental contexts. For more than 100 years, anthropologists have examined and debated issues of culture, race, gender, class, ethnicity, individual, agency, structure and society. We will explore these topics as we read original documents, discuss and debate different understandings of these issues. There will be some lecture in each class session to provide background information, and we will also analyze and debate these positions in small group discussions.

Course Goals

- To understand relationships between scholars, ideas and people in anthropology.
- To examine these anthropological conversations in historical and social context.
- To relate academic thinking to “real-world” issues.
- To practice using the act of writing to develop and communicate ideas.

Required Textbooks

[AT] Anthropological Theory: An Introductory History, 6th edition. R. Jon McGee and Richard L. Warms. McGraw-Hill, 2004. ISBN: 978-1-4422-5702-3 (pbk)

[VC] Visions of Culture: An Introduction to Anthropological Theories and Theorists, 4th edition. Jerry D. Moore. Altamira, 2012. ISBN: 978-0-7591-2218-5

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets three times a week, and we will read, discuss and debate many different ideas. This format depends on everyone's participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- 1) Read the entire weekly assignment, starting with the original essays in the McGee and Warms book [AT]. Then read the chapters in the Moore book [VC]
- 2) Choose one of the original essays [AT] that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [AT], and the chapters in the Moore textbook [VC], to help generate ideas.
- 3) Write an argumentative paper that responds to a specific aspect of the original essay, in **no more than 500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the word count at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1" margins all around. Use page numbers, and make the final product look neat and clear.
- 4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- 5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time (8:30 AM), **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- 6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week's readings.
- 7) There are 14 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- 8) The reports will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

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

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The 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

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association (www.aaanet.org)

UCF Library (library.ucf.edu)

see especially the Anthropology Plus database and online journals

Google Earth (earth.google.com)

Anthro{dendum} (<https://anthrodendum.org/>)

Sapiens (<https://www.sapiens.org/>)

HAU (<https://www.haujournal.org/index.html>)

Strategies for studying

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- 1) Prepare for each class by doing all of the readings in advance.
- 2) Come to **every** class.
- 3) Practice taking notes in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.

- 4) Keep up with the reading assignments—the point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (www.uwc.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

In order for many humans to coexist for 75 minutes in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or ring before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion. We might revisit this policy; let's talk on the first day of class, and reach a consensus.

Disruptions—Talking during class, reading newspapers (how quaint) and other disruptive behavior will not be tolerated.

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

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

Revisions and the syllabus

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

	Date	Topic	AT reading	VC reading	Assignment due	
Jan.	8	T	Introductions			
	10	R	History and Theory			
	15	T	Evolution	1-4 (Spencer, Tylor, Morgan, Marx + Engels)	1, 2 (Tylor, Morgan)	Paper 1 Evolution
	17	R				
	22	T	Sociology	5-7 (Durkheim, Mauss, Weber)	4, 9 (Durkheim, Mauss)	Paper 2 Sociology
	24	R				
	29	T	Four Fields	8-12 (Boas, Kroeber, Benedict, Mead, Whorf)	3, 5, 7 (Boas, Kroeber, Sapir) 6, 8 (Benedict, Mead)	Paper 3 Four Fields
Feb.	31	R				
	5	T	Functionalism	13-15 (Malinowski, Radcliffe-Brown, Gluckman)	10-12 (Malinowski, Radcliffe-Brown, Evans-Pritchard)	Paper 4 Functionalism
	7	R				
	12	T	Neoevolution	16-18 (White, Steward, Fried)	13, 14 (White, Steward)	Paper 5 Neoevolution
	14	R				
	19	T	Neomaterialism	19, 20 (Harris, Wolf)	15, 24 (Harris, Wolf)	Paper 6 Neomaterialism
	21	R				
	26	T	Structure, Language, and Cognition	21-23 (Lévi-Strauss, Conklin, Hunn)	17 (Lévi-Strauss)	Paper 7 Structure
	<u>28</u>	<u>R</u>	<u>Midterm exam</u>		<u>Midterm</u>	
Mar.	5	T	Sociobiology	24, 25 (Wilson, Bird et al)	22 (Ornater)	Paper 8 Sociobiology
	7	R	SPRING BREAK			
	19	T	Feminist Anthropology	26, 27 (Slocum, Leacock)	16 (Leacock)	Paper 9 Feminist

					Anthropology
	21	R			
	26	T	Symbolism and Interpretation	28-30 (Douglas, Turner, Geertz)	18-20 (Turner, Geertz, Douglas)
	28	R			Paper 10 Symbolism and Interpretation
Apr.	2	T	Postmodernism	31-34 (Bourdieu, Foucault, Rosaldo, Hanson)	21, 23 (Fernandez, Bourdieu)
	4	R			Paper 11 Postmodernism
	9	T	Gender	35-37 (Abu-Lughod, Valentine, Wardlow)	
	11	R			Paper 12 Gender
	16	T	Globalization	38-40 (Appadurai, Bestor, Friedman and Friedman)	
	18	R	Agency and Structure	41-43 (Bourgeois, Ortner, Gomburg-Muñoz)	
					Paper 13 Globalization
					Paper 14 Agency and Structure
Apr.	25	w	<u>Final Exam</u>		<u>10:00 AM -12:50 PM</u>

Environmental Anthropology

Anthropology 4051-0001
Spring 2019

Tuesday, Thursday 1:30-2:45 AM
Classroom Building 1 CB1 O122

Dr. John H. Walker
john.walker@ucf.edu
409O Howard Phillips Hall



Ms. Megan McCollum
megan.mccollum@knights.ucf.edu
309 Howard Phillips Hall

Office Hours: Tuesdays and Thursdays, 11:00 AM-12:00 PM; 3:00 PM-4:00 PM, by appointment, or contact me through Webcourses and I will try to reply in 24 hours. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

Course Goals

- To place 21st century environmental issues in local context through anthropological research.
- To look at anthropological scholarship in the context of academic debate.
- To help students critically evaluate anthropological arguments.
- To practice using the art of writing to develop and communicate ideas

Required Textbooks

Environmental Anthropology: A Historical Reader. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

The Mushroom at the End of the World. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition as well).

Environmental Anthropology: From Pigs to Policies (2nd edition), by Patricia Townsend. Long Grove, IL: Waveland.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

Class participation	10%
Weekly papers	50%
Midterm exam	20%
Final exam	20%

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone’s participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- 1) Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
- 2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.
- 3) Write an argumentative paper that responds to a specific aspect of the original essay, in **500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1” margins all around. Use page numbers, and make the final product look neat and clear.
- 4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- 5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time, **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- 6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week’s readings.

- 7) There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.
- 8) The essays will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

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

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The 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

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association (www.aaanet.org)

UCF Library (library.ucf.edu)

see especially the Anthropology Plus database and online journals

Google Earth (earth.google.com)

Anthro{dendum} (<https://anthrodendum.org/>)

Sapiens (<https://www.sapiens.org/>)

HAU (<https://www.haujournal.org/index.html>)

Strategies for studying

There will be a lot of times throughout the semester when we will work together, either through discussion or in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- 1) Prepare for each class by doing all of the **readings before class**.
- 2) Come to **every** class.

- 3) Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 4) **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (uwc.cah.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

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

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, reading newspapers [isn't that a quaint warning, this note must be from 1996!] and other disruptive behavior will not be tolerated.

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

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

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will

happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.


Date			Topic	DC reading	T reading	Mushroom reading	Assignment due
Jan.	8	T	Introductions	Introduction			
	10	R	Nature/Culture	1-2 (Posey, Fairhead+Leach)			
	15	T			1 Introduction		Paper 1 Nature/Culture
	17	R	The Problem with Cattle	3-4 (Evans-Pritchard, Harris)	2 Steward		
	22	T	Ecology and Social Organization	5-6 (Maus, Steward)	3 Ethno-ecology		Paper 2 Ecology/Society
	24	R	Case Study 1			Prologue, Chapters 1, 2, 3	Case study Paper 1
	29	T	Ecosystems with Humans	7-8 (Barth, Geertz)			Paper 3 Ecosystems
	31	R			4 Pigs for the Ancestors		
Feb.	5	T	Disasters?	9-10 (Firth, Waddell)	6 Climate Change		Paper 4 Disasters?
	7	R	Case study 2			Chapters 4-10	Case study Paper 2
	12	T	Slash and Burn	11-12 (Conklin, Carneiro)			Paper 5 Slash and Burn
	14	R			5 Amazonian hunters		
	19	T	Cybernetics	13-14 (Rapoport, Hawkes et al.)			Paper 6 Cybernetics
	21	R			6 Complex Societies		
	26	T					

	<u>28</u>	R	<u>Midterm exam</u>				<u>Midterm</u>
Mar.	5	T	Case study 3			Chapters 11-17	Case study paper 3
	7	R	Bounded and Balanced	15-16 (Solway+Lee, Netting)	7 The underground environment		Paper 7 Bounded and Balanced
	12	T	<i>Spring Break</i>				
	14	R	<i>Spring Break</i>				
	19	T			8 Climate Change		
	21	R	Indigeneity and Politics	17-18 (Ellen, Li)			Paper 8 Indigeneity and Politics
	26	T			9 Holy Ground		
	28	R	Campaigns and Collaborations	19-20 (Brosius and Tsing)			Paper 9 Campaigns and Collaborations
	2	T			10 Population		
	4	R	Case study 4			Chapters 18-20	Case study paper 4
Apr.	9	T			11 Biodiversity and Health		
	11	R	Social Identity and Perception	21-22 (Bloch, Frake)			Paper 10 Social Identity and Perception
	16	T			12 Being Green		
	18	R	Limits of Knowledge	23-24 (Bateson, Ingold)	13 Consumer Cultures		Paper 11 Limits of Knowledge
Apr.	<u>30</u>	T	<u>Final Exam</u>				<u>1:00 PM-3:50 PM</u>

Course Syllabus

[Jump to Today](#)

 [Edit](#)



ANT4115C: Archaeological Method and Theory

Spring 2018
Business Administration 2, Room 207
Thursdays: 1:30 - 3:20pm
Online: 24-7

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 9:00 – 10:30 am Wednesday, 12:30-2:00pm Friday, or by appointment; HPH309

Course TA: Abigail Kindler

Course-Related Email: Webcourses Email Client

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

Office Hours: 10 AM - 12 PM Thursday, HPH309

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and laboratory techniques, including the interpretation of written archaeological reports.

Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Course Materials

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

Carver, Martin

2009 [Archaeological Investigation \(https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?_encoding=UTF8&me=\)](https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?_encoding=UTF8&me=). New York, Routledge.

Resources

- Society for American Archaeology: [saa.org \(http://www.saa.org/\)](http://www.saa.org/)
- American Anthropological Association: [americananthro.org \(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org \(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org \(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>
(<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org \(http://www.shovelbums.org/\)](http://www.shovelbums.org/)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module 100% score required to open Module 1 Due January 11, at 11:59pm	1	10
Midterm	Based on first 1/2 of class February 21, in class	12	120
Final Exam	Cumulative Date and time TBA pending Registrar confirmation	20	200
Attendance	Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. The pertinent days are indicated on the course schedule .	9	90
Weekly Assignments	8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule .	38	380
Research Project Analysis	5-7 page written critique of an archaeological research project. Details will be provided in-class. Most associated assignments will be due on Sundays at 11:59pm. Final draft due April 21 at 11:59pm	20	200
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 13, you'll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

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

Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89

B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Policies



Contacting Dr. Barber and Dr. Sinelli	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
Webcourses@UCF	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Tuesday's class, this means you are expected to look at the module before you come to class. Note in the schedule where in-class activities are planned. These may take place outside the Business Administration 2 Building or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course Content	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
Quizzes and Examinations	<p>Because there is no way to proctor an on-line quiz, all quizzes for this course are open-book.</p> <p>There will also be two examinations in class. Please bring a #2 pencil and a brown scantron for each exam.</p>
Grading and evaluation	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>
Attendance and Participation	<p>There is an attendance requirement for this course, so your grade will suffer if you do not come to class. Attendance will be counted on days when we have specific, graded in-class activities. See the course schedule.</p> <p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. Being wrong is fine, being a jerk is not.</p>
Deadlines and Make-ups	<p>If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late:</p>

	<p>50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline.</p> <p>That said, I am not completely evil. If you have an issue, email me before the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/ (http://z.ucf.edu/).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.</p>
Special Needs	<p>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact me as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (http://sas.sdes.ucf.edu/) (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. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.</p>

Schedule of Topics and Readings







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








Class Date:	Topic:	Learning Module:	Assignments Due at 11:59 pm on:
<u>Do this first</u>	Getting Started Module	Getting Started	Jan 11 100% score on quiz required to open Module 1
Jan 10	Course Introduction	Module 1: History of Americanist Archaeology	None
Jan 17	Archaeological interpretation. Group assignment. Attendance taken	Module 2: Archaeological interpretation	
Jan 24	What is archaeological theory, and why do we care?	Module 3:	Jan 25:

		Developing a research question	Archaeological interpretation assignment due
Jan 31	Reading, using, and making maps. Class will meet in the courtyard between BA1 and BA2. Attendance taken	Module 4: From idea to project: Background	Feb 1: Research question assignment due (15 points)
Feb 7	Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 5: Survey	Feb 6: Mapping Segments 1 and 2 due Feb 10: Research report choice due Feb 11: Mapping Segment 3 due
Feb 14  https://secure.flickr.com/photos/43134988@N00/6488864309	Review. Class will meet in BA2	Review	Feb 15: Mapping Segment 4 due
Feb 21	First exam in class, February 21	Exam	
Feb 28	Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 6: Excavation	March 1: Survey assignment due
March 7	Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 7: Site Formation Processes and Preservation	March 10: Abstract and bibliography due
March 14  https://secure.flickr.com/photos/38389748@N00/4538420291	Woo-Hoo Spring Break! https://secure.flickr.com/photos/38389748@N00/4538420291	Spring Break	
March 21 Dr. Sinelli	Stratigraphy and scale drawing. Class will meet in the Arboretum. Attendance taken	Module 8: Stratigraphy	March 24: Plagiarism/Citation Module Quizzes due
March 28 Dr. Sinelli	Dating techniques. Class will meet in BA2-207 Attendance taken	Module 9: Dating techniques	March 29: Stratigraphy assignment due
April 4 Dr. Sinelli	Ceramic Analysis. Class will meet in BA2-207 Attendance taken	Module 10: In the lab	April 5: Dating techniques assignment due

April 11: Dr. Sinelli	Ethics In-class assignment . Class will meet in BA2-207. Attendance taken	Module 11: Curation and Ethics	April 12 : Ceramic analysis assignment due
April 18: Dr. Sinelli	Course summary and review		April 21 : Research Project Analysis due
Date TBA Dr. Sinelli	Final Exam date pending Registrar confirmation	Exam	Exam

Course Summary:

Date	Details	
Fri Jan 11, 2019	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1310190/assignments/5924077)	due by 11:59pm
Sun Jan 13, 2019	 Syllabus EC (https://webcourses.ucf.edu/courses/1310190/assignments/5924137)	due by 11:59pm
Thu Jan 17, 2019	 Attendance January 17 (https://webcourses.ucf.edu/courses/1310190/assignments/5924099)	due by 1:30pm
Fri Jan 25, 2019	 Archaeological Interpretation Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924089)	due by 11:59pm
Thu Jan 31, 2019	 Attendance January 31 (https://webcourses.ucf.edu/courses/1310190/assignments/5924095)	due by 1:30pm
Fri Feb 1, 2019	 Research Questions Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924127)	due by 11:59pm
Wed Feb 6, 2019	 Mapping Assignment-Segment 1 (https://webcourses.ucf.edu/courses/1310190/assignments/5924121)	due by 11:59pm
	 Mapping Assignment-Segment 2:Map Upload/Download (https://webcourses.ucf.edu/courses/1310190/assignments/5924083)	due by 11:59pm
Thu Feb 7, 2019	 Attendance February 7 (https://webcourses.ucf.edu/courses/1310190/assignments/5924097)	due by 1:30pm
Sun Feb 10, 2019	 AIA EC (https://webcourses.ucf.edu/courses/1310190/assignments/5924085)	due by 11:59pm
	 Research Report Choice (https://webcourses.ucf.edu/courses/1310190/assignments/5924131)	due by 11:59pm
Mon Feb 11, 2019	 Mapping Assignment-Segment 3:Comments (https://webcourses.ucf.edu/courses/1310190/assignments/5924079)	due by 11:59pm
Fri Feb 15, 2019	 Mapping Assignment-Segment 4 (https://webcourses.ucf.edu/courses/1310190/assignments/5924123)	due by 11:59pm
Thu Feb 21, 2019	 Midterm (https://webcourses.ucf.edu/courses/1310190/assignments/5924125)	due by 1:15pm
Thu Feb 28, 2019	 Excavation Groups (https://webcourses.ucf.edu/courses/1310190/assignments/5924081)	due by 11:59pm
Fri Mar 1, 2019	 Survey Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924135)	due by 11:59pm
Thu Mar 7, 2019	 Attendance March 8 (https://webcourses.ucf.edu/courses/1310190/assignments/5924105)	due by 1:30pm
Sun Mar 10, 2019	 Research Report Abstract and Bibliography (https://webcourses.ucf.edu/courses/1310190/assignments/5924129)	due by 11:59pm
Thu Mar 21, 2019	 Attendance March 22 (https://webcourses.ucf.edu/courses/1310190/assignments/5924101)	due by 1:30pm

Date	Details	
Sun Mar 24, 2019	 APA Citation Style (https://webcourses.ucf.edu/courses/1310190/assignments/5924087)	due by 11:59pm
	 Avoiding Plagiarism (https://webcourses.ucf.edu/courses/1310190/assignments/5924107)	due by 11:59pm
Thu Mar 28, 2019	 Attendance March 29 (https://webcourses.ucf.edu/courses/1310190/assignments/5924103)	due by 1:30pm
Fri Mar 29, 2019	 Stratigraphy Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924133)	due by 11:59pm
Thu Apr 4, 2019	 Attendance April 5 (https://webcourses.ucf.edu/courses/1310190/assignments/5924093)	due by 11:59pm
Fri Apr 5, 2019	 Dating Techniques Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924111)	due by 11:59pm
Thu Apr 11, 2019	 Ethics In-Class Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924115)	due by 1:15pm
	 Attendance April 12 (https://webcourses.ucf.edu/courses/1310190/assignments/5924091)	due by 11:59pm
Fri Apr 12, 2019	 Ceramics Assignment (https://webcourses.ucf.edu/courses/1310190/assignments/5924109)	due by 11:59pm
Sun Apr 21, 2019	 Final Project (https://webcourses.ucf.edu/courses/1310190/assignments/5924119)	due by 11:59pm
Thu Apr 25, 2019	 Final Exam (https://webcourses.ucf.edu/courses/1310190/assignments/5924117)	due by 1pm

ARCHAEOLOGY OF COASTAL SOCIETIES

ANT 4932 0M01

3 Credits

Instructor: Dr. Pete T. Sinelli
Office: Phillips Hall 309 c
Office phone: 823-2227
Cell phone: (407) 575-6456
Email: ptsinelli@gmail.com
Peter.sinelli@ucf.edu

TA and her office hours (all in HPH 309) Danielle: HOURS POSTED ON WEBCOURSES

Classroom: CB1 101
Class Hours: TH 10:30-11:45 pm
Final Exam Time: To Be Announced (University is scheduling)
Sinelli Office Hours: T: 9:00-10:15 am and 1:30-2:15pm
Th: 8:15-10:15 am

Course Description: In this upper level, seminar-format course, students will explore patterns of human adaptation to coastal environments across time and around the world. The course begins by examining the types of coastal ecologies that people exploit and how human adaptive strategies are influenced by the discrete biogeographic and cultural variables present in these different environments. Specific attention will be given to how these adaptive strategies create an “island worldview” in which water is more culturally significant. Thereafter the course transitions to a series of case studies of archaeologically contextualized coastal societies from around the world. The course will conclude with a discussion of the impact climate change and sea level rise could have on coastal archaeology in the future.

Course Goals:

- Introduce students to the many kinds of coastal ecologies and how people have adapted to exploit these over time.
- Provide a cross-cultural analysis of the relationship between environment and adaptive strategy and how these influence human behavior.
- Encourage critical thinking about the potential impacts of climate change and sea level rise on coastal societies in the future.

Prerequisites: None

Texts / Readings: There is no text for the course. Articles will be posted weekly to Webcourses by the instructor.

Evaluation and Grading:

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

Exams – 300 points (100 each)

There will be three exams during the semester. Exams will consist of multiple choice/true-false, fill-in-the-blanks, and short answer questions.

Case Study (150 points)

Students will be randomly assigned one of the types of coastal ecologies, specifically:

Arctic
Subarctic
Riparian
Estuarine
Oceanic
Archipelago
Continental
Lacustrine

Each student will conduct research and identify two archaeologically documented societies that lived in their specific coastal ecology anywhere in the world. Students will prepare a six page summary paper and a 15-20 slide powerpoint presentation in which they summarize the results of a cross-cultural analysis of the relationships between the type of coastal ecology and the following:

Settlement patterns
Subsistence
Trade and exchange
Social organization
Maritime/aquatic technology
Mobility and demographics

A rubric for the project, including due dates for various deliverables, will be provided separately at the third class meeting.

In Class Activities/Grab Bags (50 points)

Because students drive much of the discussion in a seminar class, regular attendance and participation in classroom discussions / activities will be required to earn full credit.

Grading Scheme Used For Final Grades:

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

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

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

CLASSROOM POLICIES

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

Make-up Exams: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. **DON'T PLAN ON WALTZING INTO CLASS THE WEEK AFTER THE EXAM WITH SOME EXCUSE ABOUT WHY YOU MISSED IT.** I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—**NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

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

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

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

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

Special needs students: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, 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.

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

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

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

Deployed Active Duty Military Students

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

Archaeology of Coastal Societies
Course Schedule

The course schedule is tentative and I reserve the right to make reasonable modifications if needed.

Week & Class Day	Topic	Module of Readings
Week 1 Jan 10	Course introduction 1. What is a coastal adaptation? 2. Coastal ecologies	-
Week 2 Jan 17	Under the Sea 1. Marine and aquatic biogeography and resources 2. Coastal societies and sustainability	Module 1
Week 3 Jan 24	The Human Predator 1. Catching prey: Fish, mollusks, and others 2. Cultural behavior as a limiting factor 3. The myth of indigenous sustainability	Module 2 Assign Project
Week 4 Jan 31	The Human Voyager 1. Island colonization in myth and practice 2. Island colonization method and theory 3. Island colonization and social development	Module 3
Week 5 Feb 7	Exam 1 in class	-
Week 6 Feb 14	Arctic and subarctic ecology and adaptations	Module 4
Week 7 Feb 21	Riparian and lacustrine ecology and adaptations	Module 5
Week 8 Feb 28	Estuarine and continental ecology and adaptations	Module 6
Week 9 Mar 7	Archipelagic island ecology and adaptations, aka, Archaeology of the Bahama Archipelago	-
Week 10	SPRING BREAK!	
Week 11 Mar 21	Oceanic island ecology and adaptations	Module 7
Week 12 Mar 28	Exam 2 (Take home exam, Due 4/4 in class) Deep time, climate change, and sea level change	Module 8
Week 13 Apr 4	Coastal Sites Then (but not now!) 1. The archaeology of submerged cultural resources	Module 9
Week 14 Apr 11	History and Heritage Under Threat 1. Threats 2. Opportunities for preservation	Module 10
Week 15 Apr 18	The Coastal Adaptation of the Future 1. The state of global fisheries 2. The future of global fisheries 3. Indigenous lifeways and climate change	Module 11

Week 16	Final Exam TBA	
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IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: 1/8 to 1/11
- Withdrawal deadline for this course: 3/20

Course Syllabus

[Jump to Today](#)



ANT 4170M

Household Archaeology:

The Archaeology of Everyday Life

University of Central Florida, Spring 2019

Mondays 12:30-1:45, Location BA2 O207

Dr. Brigitte Kovacevich

Office: Howard Phillips Hall Room 309P

Phone: 407-823-6554

Office Hours: Tuesday 3:00-4:00 PM, Wednesday 10:00-11:00 AM and by appointment

E-mail: brigitte.kovacevich@ucf.edu

Books required:

Deetz, James (1977 [1996]) *In Small Things Forgotten*, Expanded/Revised Edition, Anchor Books.

(Available at the bookstore, if buying online, make sure it is expanded edition).

Arnold, Jeanne E., Anthony P. Graesch, Enzo Ragazzini, and Elinor Ochs (2012) *Life at home in the twenty-first century: 32 families open their doors*. Cotsen Institute of Archaeology Press.

Course Description:

In a few short decades the field of household archaeology has emerged and exploded within contemporary archaeology. On an empirical level this may be because archaeological remains of houses are ubiquitous in the archaeological record: what site doesn't have houses? On a theoretical level this may be because studies of households lead us to focus on the archaeological record as a peopled place. Thus despite its short history, household archaeology has taken a leading role in epistemological shifts which place people and their practices and differences at the center of archaeological interpretations of the past, rather than subsuming these into the "noise" of passive and depersonalized depictions of ancient social systems.

Households and daily life are critical aspects of human existence. Despite the pervasiveness of households in human societies, social theorists have not always examined households in a systematic fashion and consequently have tended to model human societies as large-scale systems, structures, or institutions devoid of human action and agency. The study of households directly evokes the activities, social relations, gender relations, and interpersonal relations of people in the past. It draws our attention from the extraordinary people in society, often leaders or important men, whose agency tends to be acknowledged by social theorists, to all people, inclusive of leaders and ordinary people. Through the study of households we can begin to model the roles that all people played in their societies.

This class will try to demonstrate that the field of household archaeology has led to the development of theoretically rich and empirically substantive understandings of ancient societies. But household archaeology is not without its detractors and these detractors are often quite hostile to household archaeology. We will also explore anti-household archaeology thought and its origins.

To participants:

The discipline of Archaeology borrows both theory and method from many other disciplines. I encourage you to draw on your own unique background for this class. Come to class prepared, support your arguments and respect your classmates. Look for the kernel of a useful idea as well as ferreting out the problems in ideas and texts.

Course Requirements:

-

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

<u>Assessment</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Class Participation/Attendance	160	10%
Module Assignments	120	20%
Midterm Exam (Online)	100	20%
Article Summary	40	10%
Class Presentation	100	20%
<u>Final Exam (Online)</u>	<u>100</u>	<u>20%</u>
Total	620	100%

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Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. If you do miss a class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me (by the next face-to-face class), if it is for an excused absence (i.e., family emergency, illness, etc.) with proof or verification. Your

“academic activity” for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

Article Summaries: Each of you will be asked to present a summary of an article to the class twice during the semester. You will critically examine the article and create a handout/summary for the class (that I will print out), along with your critical thoughts (good and/or bad). You will also make two questions for discussion after your presentation of the article. If you miss the day that you are scheduled for an article summary, you will get 0 points for the summary and 0 points for attendance. **The articles listed on the syllabus under “articles for summaries” are for only the person assigned to the article, the rest of the class does not need to read that article (although it is certainly welcome).**

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic discussed in class that week. Each module will be due on the Friday following the face-to-face class at 11:59 PM, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. In some cases it will be possible to turn in module assignments late, one point (or in the case of exams, one letter grade) will be lost for each day the assignment is late. Discussion posts must be made before the next class as we may discuss them there.

Student Presentations: This assignment will ask you to present a selected topic to the rest of the class. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be about roughly 10 minutes and can be a skit, a lecture, a debate, an interactive discussion, or the format of your choice. These presentations will take place on the last days of class. This project will serve as the basis for your final paper which will be used as your final exam.

Exams: Midterm and Final exams will consist of a choice of essay questions based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and completed online.

Assignment and Exam Schedule:

Week/Module	# of Exam Points	Assignment Points	Closing Date for Module
1	0	10	Friday, January 11, 11:59 PM

2	0	10	Friday, January 18, 11:59 PM
3	0	10	Friday, January 25, 11:59 PM
4	0	10	Friday, February 1, 11:59 PM
5	0	5	Friday, February 8, 11:59 PM
6	0	10	Friday, February 15, 11:59 PM
7	0	10	Friday, February 22, 11:59 PM
8- Midterm Exam	100	0	Friday, March 1, 11:59 PM
9	0	20	Friday, March 8, 11:59 PM
10	0	0	Spring Break, Nothing Due
11	0	10	Friday, March 22, 11:59 PM
12	0	5	Friday, March 29, 11:59 PM
13	0	10	Friday, April 5, 11:59 PM
14	0	0	Nothing Due
15	0	10	Friday, April 19, 11:59 PM
Final Exam	100	0	Tuesday, April 30, 11:59 PM
Total Points	200	120	320

LEARNING OUTCOMES

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

1. To evaluate the importance of the study of households and everyday life in the field of archaeology.
1. To critically assess the effectiveness of studies relating to households and everyday life by sharing reflections and interpretations in class discussions and reading response papers.
1. To synthesize and evaluate work on households in a particular cultural region or time period in a final project.

ETHICAL ISSUES

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

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

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

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

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

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



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

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

Academic Integrity

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

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

notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

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

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

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

Preliminary Class Schedule

subject to change--see webcourses weekly modules for most up to date reading list

Week 1: Introduction- Defining the Domain of Household Archaeology.

January 7

- Introduction and Orientation
- Film "The Hearth" Out of the Past Series, Annenberg CPB

Module Week 1

- Flannery, K. 1976. Chapter 2 in The Early Mesoamerican Village. Academic Press, New York. Pages 13-47.
- Wilk, R.R. and W. Rathje. 1982. Household Archaeology. American Behavioral Scientist 25(6): 617-639.

- De Montmollin, O. 1988. Settlement Scale and Theory in Maya Archaeology in Recent Studies in Preclombian Archaeology. BAR International Series, Oxford. Pages 63-104.
- Hendon, J.A. 1996. Archaeological Approaches to the Organization of Domestic Labor: Household Practice and Domestic Relations. Annual Review of Anthropology 25: 45-61.
- **Assignment: Reaction Paper-Why Household Archaeology?-DUE FRIDAY JAN 11 @11:59PM**

Week 2: Household Archaeology – Theoretical Background

January 14: Practice Theory

- Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge University Press, Cambridge.

Read pages 1-30 “The Objective Limits of Objectivism, Section I: Analysis,” and pages 78-87 “Structures, habitus, and practices.”

- Articles for Critique (**only read and summarized by the person assigned for the day**):
 - Johnson, M. 1989. Conceptions of Agency in Archaeological Interpretation. Journal of Anthropological Archaeology 8: 189-211.
 - Hodder, I and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. American Antiquity 69(1): 17-40.

Module Week 2

- Bourdieu, P. 1973. The Berber House in Rules and Meaning. Pages 98-110.
- **Response Paper-Practicing Practice: What is your daily practice?- DUE FRIDAY JAN 18 @11:59PM**

Week 3: The Marginalization of Households and Everyday Life and the Impact on Archaeology.

January 21

- De Certeau, M. 1984. Introduction to The Practice of Everyday Life. In Everyday Life Reader, edited by Ben Highmore, pp. 63-75, Routledge, New York.

- Lefebvre, Henri. 1958. Work and Leisure in Everyday Life. In *Everyday Life Reader*, edited by Ben Highmore, pp. 225-236, Routledge, New York.
- Articles for Critique:
 - Robin, C. 2002. Outside of Houses: The Practices of Everyday Life at Chan Nòohol, Belize in *Journal of Social Archaeology* 2(2): 245-268.
 - Donley-Reid, L.W. 1990. *A Structuring Structure: The Swahili House in Domestic Architecture and the Use of Space: An Interdisciplinary Cross-Cultural Study*. Cambridge University Press, Cambridge. Pages 114-126.

Module Week 3

- Deetz, James (1977) *In Small Things Forgotten*. Chapters 1-2
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapter 1
- **Assignment: Do a personal inventory of your home- DUE FRIDAY JAN 25 @11:59PM**

Week 4: Material Agency in Archaeology.

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January 28

- Deetz, James (1977) *In Small Things Forgotten*. Chapter 3
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapters 2 and 9
- Knappett, Carl, and Lambros Malafouris, eds. *Material agency: towards a non-anthropocentric approach*. Springer Science & Business Media, 2008.
- Articles for Critique
 - Malafouris, Lambros. "At the potter's wheel: an argument for material agency." *Material agency*. Springer US, 2008. 19-36.
 - Knappett, Carl. "The neglected networks of material agency: artefacts, pictures and texts." *Material Agency*. Springer US, 2008. 139-156.

Module Week 4

- Olsen, Bjørnar. 2003. "Material Culture after Text: Re-Membering Things". *Norwegian Archeological Review* 36.2 (2003): 87-104.

- **Discussion: Things as persons, does your stuff make you who you are?- DUE FRIDAY FEB 1 @11:59PM**

Week 5: Public vs. Private? Male vs. Female? Implications for Household Archaeology.

February 4

- Wall, Diana diZerega. 1994. The Archaeology of Gender: Separating the Spheres in Urban America. Plenum Press, New York and London, Chapters 1-3
- Articles for Critique:
 - Johnson, M. 1996. Chapter 7: Redefining the Domestic. In An Archaeology of Capitalism, pages 155-179.
 - Hodder, I. (2004). Women and men at Çatalhöyük. Scientific American, 290(1),76-83.

Module Week 5

- Deetz, James (1977) In Small Things Forgotten. Chapter 5
- Arnold et al. (2012) Life at Home in the 21st Century, Chapter 5
- **Discussion: Public vs. Private- What does it all mean?- DUE FRIDAY FEB 8 @11:59PM**

Week 6: Archaeology of Households: Social Organization, Difference, and Inequality.

February 11

- Deetz, James (1977) In Small Things Forgotten. Chapters 7-9
- Arnold et al. (2012) Life at Home in the 21st Century, Chapters 4 and 7
- Articles for Critique
 - Baker, H.D. 2001. Degrees of Freedom: Slavery in Mid-First Millennium B.C.

Babylonia. World Archaeology 33(1): 18-26.

- Epperson, T. W. 2000. "Panoptic Plantations: The Garden Sights of Thomas Jefferson and George Mason." In J.A. Delle, S.A. Mrozowski, and R. Paynter (eds) *The Lines that Divide: Historical Archaeologies of Race, Class, and Gender*, pages 58-77.

Module Week 6

- Ferguson, Leland. "Struggling With Pots in Colonial South Carolina" pp. 28-37. in Radall H.

McGuire and Robert Paynter (eds) *The Archaeology of Inequality*. Blackwell Publishing.

- Charles E. Orser Jr. 2002. "The Continued Pattern of Dominance: Landlord and Tenant on the Post Bellum Cotton Plantation". pp. 40-51 in Radall H. McGuire and Robert Paynter (eds) *The Archaeology of Inequality*. Blackwell Publishing.
- Barbara J. Heath and Amber Bennett. 2000. "The Little Spots Allow'd them": The Archaeological Study of African-American Yards. *Historical Archaeology* 34(2):38-55.
- **Discussion: Manifestations of dominance and resistance- DUE FRIDAY FEB 15 @11:59PM**

Week 7: The Archaeology of Food and Eating.

February 18

- Deetz, James (1977) *In Small Things Forgotten*. Chapter 6
- Wall, Diana diZerega. 1994. *The Archaeology of Gender: Separating the Spheres in Urban America*. Plenum Press, New York and London, Chapters 4-6
- Articles for Critique:
 - Cutright, R. E. (2010). *Food, Family, and Empire: Relating Political and Domestic Change in the Jequetepeque Hinterland*. *Comparative Perspectives on the Archaeology of Coastal South America*. R. E. Cutright, E. López-Hurtado and A. Martin. Pittsburgh, Center for Comparative Archaeology, University of Pittsburgh.
 - Coleman, R. 2008. "Hearths, Grinding Stones, and Households: Rethinking Domestic Economy in the Andes." In C. Robin and E. Brumfiel (eds) *Gender, Households, and Society: Unraveling the Threads of the Past and the Present*, pages 37-48.
 - Morehart, C.T. and C.G.B. Helmke. 2008. "Situating Power and Locating Knowledge: A Paleoethnobotanical Perspective on Late Classic Maya Gender and Social Relations." In C. Robin and E. Brumfiel (eds) *Gender, Households, and Society: Unraveling the Threads of the Past and the Present*, pages 60-75.

Module Week 7

- Arnold et al. (2012) Life at Home in the 21st Century, Chapters 3 and 5
- **Personal Food Diary- DUE FRIDAY FEB 22 @11:59PM**

Week 8: What goes in must come out: Necessaries, Privies, Out Houses, and Bathrooms

February 25

- Arnold et al. (2012) Life at Home in the 21st Century, Chapter 6
- Wheeler, Kathleen. 2000. View From the Outhouse: What We Can Learn From the Excavation of Privies. Historical Archaeology. 34(1): 1-2.
- Wheeler, Kathleen. 2000. Theoretical and Methodological Considerations for Excavating Privies. In Historical Archaeology. 34(1): 3-19.

- Articles for Critique:
- Stevens, Sarah C. and Margaret T. Ordonez. 2004. Fashionable and Work Shoes from a Nineteenth Century Privy. Historical Archaeology 39(4):9-25.
- Ordonez, Margaret T. and Linda Welter. 1998. Textiles From the Seventeenth-Century Privy at the Cross Street Back Lot Site. Historical Archaeology. 32(3):81-90.
- Crist, Thomas A. 2003. Babies in the Privy: Prostitution, Infanticide, and Abortion in New York City's Five Points District. Historical Archaeology 39(1):19-46.

Module Week 8

- **Midterm Exam-Due on Friday March 1st on Webcourses**

Week 9: Household Archaeology in Florida

March 4

- Readings on Florida Cracker Houses-TBA
- Field Trip to Fort Christmas

Module Week 9

- **Response Paper: Cracker Houses- DUE FRIDAY MARCH 8 @11:59PM**

Week 10: SPRING BREAK

Week 11: Archaeology and the “The Pompeii Premise”: Is there a true “perfect” archaeological record?

March 18

- Allison, P. M. (2001). Using the material and written sources: turn of the millennium approaches to Roman domestic space. *American journal of archaeology*, 181-208.
- Sheets, P. 2000. Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11: 217-230.
- Articles for Critique:
 - Sweely, Tracy L. (1999) "Gender, Space, People, and Power at Ceren, El Salvador." In *Manifesting Power: Gender and the Interpretation of Power in Archaeology*, edited by Tracy L. Sweely, pp. 155-171. Routledge, London.
 - Brown, Linda. 2000. Discard to Divination: Demarcating the Sacred Through the Collection and Curation of Discarded Objects. *Latin American Antiquity*, Vol. 11, No. 4 (Dec., 2000), pp. 319-333.

Module Week 11

- Pompeii: History, Life, and Afterlife, pages 13-96
- Film: “Pompeii: Daily Life of the Ancient Romans,” Films for the Humanities and Sciences
- **Response Paper: The challenges of having the “perfect” archaeological record- DUE FRIDAY MARCH 22 @11:59PM**

Week 12: Household Archaeology: Architecture, Sexuality, and Gender**March 25**

- Prine, Elizabeth. 2000. Searching for Third Genders: Towards a Prehistory of Domestic Space Middle Missouri Villages. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 197-219, Routledge, New York and London.
- Meskell, L. M. 2000: Re-em(bed)ding sex: Domesticity, sexuality, and ritual

in New Kingdom Egypt, in *Archaeologies of Sexuality*, R. Schmidt and B. Voss, eds., pp. 253-262, London, Routledge Press.

- Articles for Critique:
 - Voss, B.L. 2000. Colonial Sex: Archaeology, Structured Space, and Sexuality in Alta California's Spanish-Colonial Missions. In. R.A. Schmidt and B.L. Voss (eds) *Archaeologies of Sexuality*, pages 35-60.
 - Seifert, Donna J., Elizabeth Barthold O'Brien, and Joseph Balicki. 2000. Mary Ann Hall's First Class House: The Archaeology of a Capital Brothel. in *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 117-128, Routledge, New York and London.

Module Week 12

- O'Brien, Elizabeth Barthold. 2005 Illicit congress in the nation's capital : the history of Mary Ann Hall's brothel. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 47-58
- Meyer, Michael D.; Gibson, Erica S.; Costello, Julia G. 2005 City of angels, city of sin :

archaeology in the Los Angeles red-light district ca. 1900. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 107-125

- Ketz, K. Anne.; Abel, Elizabeth J.; Schmidt, Andrew J. 2005 Public image and private reality : an analysis of differentiation in a nineteenth century St. Paul bordello. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 74-88
- **Discussion-What can Household Archaeology tell us about Sexuality?- DUE FRIDAY MARCH 29 @11:59PM**

Week 13: The Archaeology of Childhood and Toys

-

April 1

- Likely, Wadsworth 1949. Toys Reflect Man's Culture. The Science News-Letter 56(25):394-395.
- Davis, Emily C. 1936. Toy Town 5,000 Years Ago. The Science News-Letter 30(819): 394-396.
- Baxter, Jane Eva. 2008. The Archaeology of Childhood. Annual Review of Anthropology 37:159-175.

- Articles for Critique:
 - Kamp, Kathryn A. 2001. Prehistoric Children Working and Playing: A Southwestern Case Study in Learning Ceramics. in Journal of Anthropological Research 57(4):427-450.
 - Ardren, Traci (2006) Setting the Table: Why Children and Childhood Are important in an Understanding of Ancient Mesoamerica. In The Social Experience of Childhood in Ancient Mesoamerica, edited by Traci Arden and Scott, Hutson, pp. 3-24. University Press of Colorado.
 - Joyce, Rosemary A. 2000: Girling the girl and boying the boy: The

production of adulthood in ancient Mesoamerica. World Archaeology

31:473-483.

-

Module Week 13

- Arnold et al. (2012) Life at Home in the 21st Century, review pp. 32-39
- **Your Favorite Toys: Make the list and check it twice!- DUE FRIDAY APRIL 5 @11:59PM**

-

Week 14: Presentations and Conclusions**April 8**

- Research Presentations, 10-15 minutes each

Module Week 14

- **Online peer assessments of presentations- DUE FRIDAY APRIL 12 @11:59PM**

Week 15: Presentations and Conclusions**April 15**

- Research Presentations, 10-15 minutes each

Module Week 15

- **Online peer assessments of presentations- DUE FRIDAY APRIL 19 @11:59PM**

Week 16: Presentations and Conclusions**April 22**




- Research Presentations, 10-15 minutes each
















Module Week 16

- **Online peer assessments of presentations- DUE FRIDAY APRIL 26 @11:59PM**

*****TAKE-HOME FINAL EXAM DUE Tuesday, April 30th at 11:59 PM**

Course Summary:

Date	Details	
Fri Jan 11, 2019	 Week 1 Response Paper-Why do household archaeology? https://webcourses.ucf.edu/courses/1315652/assignments/6029763	due by 11:59pm
Fri Jan 18, 2019	 Week 2 Response Paper-What is your daily practice? https://webcourses.ucf.edu/courses/1315652/assignments/6029765	due by 11:59pm
Fri Jan 25, 2019	 Personal Inventory https://webcourses.ucf.edu/courses/1315652/assignments/6029757	due by 11:59pm

Date	Details	due by 11:59pm
Fri Feb 1, 2019	 Things as persons, does your stuff make you who you are? (https://webcourses.ucf.edu/courses/1315652/assignments/6029737)	due by 11:59pm
Fri Feb 8, 2019	 Public vs. Private- What does it all mean? (https://webcourses.ucf.edu/courses/1315652/assignments/6029735)	due by 11:59pm
Fri Feb 15, 2019	 Manifestations of dominance and resistance (https://webcourses.ucf.edu/courses/1315652/assignments/6029751)	due by 11:59pm
Fri Feb 22, 2019	 Food Diary (https://webcourses.ucf.edu/courses/1315652/assignments/6029749)	due by 11:59pm
Fri Mar 8, 2019	 Midterm Exam (https://webcourses.ucf.edu/courses/1315652/assignments/6029753)	due by 11:59pm
	 Non-Traditional Households or 'Cracker' Houses (https://webcourses.ucf.edu/courses/1315652/assignments/6029755)	due by 11:59pm
Fri Mar 22, 2019	 Response Paper: The challenges of having the “perfect” archaeological record (https://webcourses.ucf.edu/courses/1315652/assignments/6029759)	due by 11:59pm
Fri Mar 29, 2019	 What can Household Archaeology tell us about Sexuality? (https://webcourses.ucf.edu/courses/1315652/assignments/6029733)	due by 11:59pm
Fri Apr 5, 2019	 Favorite Toys (https://webcourses.ucf.edu/courses/1315652/assignments/6029743)	due by 11:59pm
Mon Apr 15, 2019	 Final Research Project-Presentation (https://webcourses.ucf.edu/courses/1315652/assignments/6029747)	due by 11:59pm
Fri Apr 19, 2019	 Extra Credit (https://webcourses.ucf.edu/courses/1315652/assignments/6029741)	due by 11:59pm
Tue Apr 30, 2019	 Final Research Project-Paper (AKA Final Exam) (https://webcourses.ucf.edu/courses/1315652/assignments/6029745)	due by 11:59pm
	 Article Summary Assignment #1 (https://webcourses.ucf.edu/courses/1315652/assignments/6029739)	
	 Article Summary Assignment #2 (https://webcourses.ucf.edu/courses/1315652/assignments/6032393)	
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1315652/assignments/6029761)	



Archaeological Sciences

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

ANT4183 (0001) Archaeological Sciences Syllabus

Spring 2019 • 3 credit hours

Tuesdays and Thursdays 3:00-4:15pm • HPA 116

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall 309F (Main Campus)
Office Hours: Tuesdays and Wednesdays 1:00-2:00pm and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Graduate Teaching Assistant (GTA) Contact

GTA: Rachel Gregoire
Office Hours: TBA
Contact: Discussions or Inbox

University Course Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes.

Course Description

This is an interdisciplinary course that discusses a variety of topics relevant to law enforcement and Forensic Archaeology. This course will use examples from a number of disciplines such as Criminal Justice, Forensic Science, Forensic Anthropology, and Archaeology. Examples presented in this course will be of particular interest to students who, in the future, may work with materials recovered from forensic or field archaeology contexts. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Archaeologists extensively 'borrow' methods used in the natural sciences when working with material remains. Throughout the course we will evaluate the many ways that archaeological science contributes to our knowledge about forensic, historic, and ancient material remains. First, we will discuss the latest techniques and instrumentation used to locate sites, identify areas for excavation and methods of recovery. We will then look at the burial environment and the changes that take place in organic and inorganic materials over time. The remainder of the course will emphasize the instrumentation and analytical techniques needed to extract information embedded in archaeological and forensic evidence.

We will explore these various topics through assigned readings as well as through lectures and films. You will be assessed through quizzes, Case Study responses, and exams. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

Learning Outcomes

By the end of this course you will:

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Understand the basic field methods for locating and identifying sites for excavation and recovery.
- Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Required Texts

There are **no required texts for this course**. I will provide you weekly readings electronically on Webcourses. Woo!

Grading Scale (+/- letter grades)

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

Important Things About Your Grade!

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

Student Evaluation

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

Assignment	Percent	Description
Case Study Responses	20%	Complete 10 of 12 responses to case studies in forensic anthropology, archaeology, and archaeological sciences
Module quizzes	20%	Complete 11 of 12 online quizzes made up of true/false, multiple choice, fill-in-the-blank questions
Exams	60%	Complete 3 online exams made up of true/false, multiple choice, fill-in-the-blank short answer questions

Attendance: Be here. Attendance is not taken in class, HOWEVER it is essential to doing well in this course (well, in any course, really). An overwhelming majority of the course material you will see on your exams is introduced and discussed in class, so regular attendance is highly recommended. Also, I have some really cool guest speakers lined up so you won't want to miss those!

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 12 posted Case Studies, you are only required to turn in **10** of these. You may choose any **10** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will receive a zero for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All reading responses will be run through

TurnItIn.com, so make sure you turn in your own work **in your own words**. Case Study Responses are worth 20% of your final grade.

Quizzes: Each module contains a quiz made up of true/false, multiple choice, and fill-in-the-blank questions. There are 12 quizzes, your lowest quiz score will be dropped. Quizzes are 10 points each and are worth 20% of your final grade.

Exams: There are **3** exams in this course. **All exams are taken online.** Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you must complete it. Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are 100 points each and are worth 60% of your final grade! **The final exam (Exam 3) is not cumulative and is available during Finals Week.** If you prefer to take a paper exam, **please contact me at the beginning of the semester** to make the appropriate arrangements.

What About Make-Up Work?

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

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there were 2 last term!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** <https://scs.sdes.ucf.edu/services/>

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

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

Course Requirements

This course begins on **MONDAY JAN 7, 2019** and ends on **MONDAY APR 22, 2019**. The **Final Exam (Exam 3)** is available during Final's Week, **WEDNESDAY APR 24-SUNDAY APR 28, 2019**. Over the course of this semester, you will be expected to:

- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all quizzes, assignments and exams by their due dates
- Attend class regularly

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

Important Information

Important Things: First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4183** or **Arch Sciences** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

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

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY JANUARY 11**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that. These quiz points will be added to your quiz points, so you might as well take the free points.

Academic Responsibility

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

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

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

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

Campus Safety

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

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

Student Accessibility Services

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

Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally, readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates and required readings can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	Crime Scenes and Forensic Archaeology Read: <ul style="list-style-type: none"> • An Introduction to Archaeology for Forensic Scientists. M. Connor • Introduction to Forensic Archaeology. Dupras et al. • Crime Scene Investigation, Archaeology and Taphonomy: Reconstructing Activities at Crime Scenes. Groen and Berger 	Quiz 1 due JAN 20 Case Study 1 due JAN 20
Module 2	Understanding the Forensic Context and Applying Archaeological Methods Read: <ul style="list-style-type: none"> • Applying Archaeological Methods in a Forensic Context. Dupras et al. 	Quiz 2 due JAN 27 Case Study 2 due JAN 27

	<ul style="list-style-type: none"> • The Expert Witness and the Court of Law. M. Henneberg • The Contributions of Archaeology and Physical Anthropology to the John McRae Case: a trial and a retrial. Saur et al. 	
Module 3	Search Methods for Locating Human Remains Read: <ul style="list-style-type: none"> • Locating Buried Remains. M Connor • Search Techniques for Locating Human Remains. Dupras et al. 	Quiz 3 due FEB 3 Case Study 3 due FEB 3
Module 4	Methods of Geophysical Survey and Mapping Read: <ul style="list-style-type: none"> • Methods of Geophysical Survey. Dupras et al. • Survey and Mapping Methods. Dupras et al. 	Quiz 4 due FEB 10 Case Study 4 due FEB 10
Module 5	Excavation and Recovery Read: <ul style="list-style-type: none"> • Excavating Human Remains. M. Connor • How to Do Forensic Archaeology under the Auspices of the United Nations and Other Large Organizations. Wright and Hanson 	Quiz 5 due FEB 17 Case Study 5 due FEB 17
Exam 1 (Available Online from 8:00am on THURSDAY FEB 14 to 11:59pm EST on SATURDAY, FEB 16, 2019)		
Module 6	Forensic Entomology and Botany Read: <ul style="list-style-type: none"> • Collecting Botanical and Entomological Evidence. Dupras et al. • Taphonomy and Time: Estimating the Postmortem Interval. Love and Marks 	Quiz 6 due FEB 24 Case Study 6 due FEB 24
Module 7	Burial Environment and Taphonomy Read: <ul style="list-style-type: none"> • Postmortem Changes to Bone. S. Byers • Taphonomic Changes to Blunt Force Trauma: A Preliminary Study. Clace et al. • History and Development of the First Anthropology Research Facility, Knoxville Tennessee. Vidoli et al. 	Quiz 7 due MAR 3 Case Study 7 due MAR 3
Module 8	Interpreting the Body Post-Recovery: Methods Read: <ul style="list-style-type: none"> • Introducing Forensic Anthropology. D. Steadman • Multidisciplinary Approach to Human Identification in Homicide Investigation. Ubelaker et al. 	Quiz 8 due MAR 24 Case Study 8 due MAR 24
Module 9	Mass Disaster and DMORT Read: <ul style="list-style-type: none"> • The Role of the Anthropologist in Disaster Victim Identification: The Bali Incidents of 2002 and 2004. Briggs and Buck • Disaster Anthropology: The 2004 Asian Tsunami. S. Black 	Quiz 9 due APR 7 Case Study 9 due APR 7

	<ul style="list-style-type: none"> • Forensic Anthropology in Disaster Response. P. Sledzik 	
Exam 2 (Available Online from 8:00am on THURSDAY MAR 21 to 11:59pm EST on SATURDAY, MAR 23, 2019)		
Module 10	Forensic Archaeology, Human Rights and Mass Graves Read: <ul style="list-style-type: none"> • Grave Challenges in Iraq. Congram and Sterenberg • Dealing with the Remains of Conflict: An International Response to Crimes Against Humanity, Forensic Recovery, Identification, and Repatriation in the Former Yugoslavia. Sterenberg • Blunt Force Cranial Trauma in the Cambodian Killing Fields. Ta'ala et al. • The Heroic and the Hidden Dead: Zimbabwe and Exhumations. Eppel. 	Quiz 10 due APR 14 Case Study 10 due APR 14
Module 11	Guest Lecture Read: <ul style="list-style-type: none"> • TBA 	Quiz 11 due APR 21 Case Study 11 due APR 21
Module 12	Case Study in Forensic Archaeology Read: <ul style="list-style-type: none"> • TBA 	Quiz 12 due APR 27 Case Study 12 due APR 27
Exam 3 (Available Online during Finals Week from 8:00am on WEDNESDAY APR 24 to 11:59pm EST on SATURDAY, APR 27, 2019)		

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



Welcome to:

Culture, Disease & Healing

ANT 4408M - Spring 2019

Monday & Wednesday: 2:30 - 3:20 pm,
& Online Component: to be completed
between Thursday and Sunday.

Location: BA-2 Building, Room 207

Professor: Joanna Mishtal, Ph.D.

Associate Professor of Cultural & Medical Anthropology
Faculty Adviser for:

- Medical Anthropology Minor
- Anthropology of Global Health Certificate

Office Hrs: Mon 3:30 - 5 pm, and by appointment, Howard Phillips Hall 409Q

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

Graduate Teaching Assistant (GTA): Amber Grissom, MA Candidate

Office Hrs: Thursdays 3 - 5 pm, and by appointment, Howard Phillips Hall 409Q

E-mail: amorrisson346@Knights.ucf.edu Phone: (407) 823-2227

Course Description and Objectives:

This medical anthropology course focuses on the role of culture in shaping the experiences and perceptions of health, sickness, and well-being in a variety of contexts. Using engaging contemporary ethnographies, the course explores cultural notions of disease and wellness, the dilemmas of cross-cultural (mis)communication in healthcare settings, and emerging global health concerns. Specifically, the course will include topics of reproduction and sexuality, HIV/AIDS, illegal organ trade, in vitro fertilization, refugee health, mental health, and the questions of stigma, marginality, and citizenship as they relate to health and illness. We will use examples, from the US, Russia, Ireland, Haiti, South Africa, Poland, Egypt, Lebanon, Israel, and other locations.

This course counts as credit toward:

- **Global Health Certificate** http://ucf.catalog.acalog.com/preview_program.php?catoid=3&pooid=740
- **Medical Anthropology Minor**
http://ucf.catalog.acalog.com/preview_program.php?catoid=3&pooid=937
- **Diversity GEP Credit**

Learning Outcomes - Upon completion of the course, the students will:

- become familiar with the ways in which health and illness are understood and experienced in varied cultural contexts
- understand key theoretical paradigms and concepts in medical anthropology

- gain an appreciation of critiques emerging from medical anthropology and their usefulness in biomedicine, as well as in global and local health concerns

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**Course Materials (required):**

**1. Books:**

- *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.* Fadiman, Anne. 1997. New York: Farrar, Straus & Giroux. ISBN-10: 0374525641  
Access: (a) used copies on Amazon from \$4; (b) UCF bookstore; (c) free: UCF library on reserve
- *Saints, Scholars, and Schizophrenics: Mental Illness in Rural Ireland.* Scheper-Hughes, Nancy. 2001. Berkeley: University of California Press. ISBN-10: 0520224809  
Access: (a) used copies on Amazon from \$15; (b) UCF bookstore; (c) free: UCF library on reserve
- *Women's Health in Post-Soviet Russia: The Politics of Intervention.* Rivkin-Fish, Michele. 2005. Indiana University Press. ISBN: 0253217679  
Access: (a) used copies on Amazon from \$19; (b) UCF bookstore; (c) free: UCF library on reserve

**2. Articles (provided):**

Several articles are also required and are available to students electronically on the Canvas (Webcourses) website. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. Please download texts to your computers as we go through the semester. Technical support for Canvas: call Center for Distributed Learning (CDL), 407-823-4910, <https://cdl.ucf.edu/support/>

**3. Required Films (provided):**

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

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Expectations:

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

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

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. Professional courtesy and respect are especially important with regard to topics dealing with differences of race, color, culture, religion, politics, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Any inappropriate behavior will be reflected in the final grade and may be reported to student conduct office.

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

If you have to miss a class please ask to borrow a fellow student's notes because lectures will not

always cover the same material as the reading for that day. Make-ups of assessments or assignments will not be permitted unless it is for university-sponsored events, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class for only for taking notes, but you cannot use them for other purposes such as calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class. Audio or video recording of classes are allowed only for personal use with professor's advance written consent. These recordings are not authorized to be shared with anyone without the separate written approval of the professor.

Knights Email Communication: There may be important emails between the professor, the GTA, and the class, thus students are responsible for checking their "knights.edu" email.

Academic Integrity: I adhere to academic honesty rules of this and other universities and expect you to do your own work; cheating on exams or plagiarism is unacceptable and will carry serious consequences. The *Turnitin* plagiarism checker will be used. In the case of cheating or plagiarism there will be a zero given for the course. Students are required to follow the Rules of Conduct found in the Golden Rule, UCF's Student Handbook (www.goldenrule.sdes.ucf.edu). 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 (www.goldenrule.sdes.ucf.edu/zgrade).

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.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid.

Campus Safety: Should an emergency arise in our class, we'll 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).

~~~~~  
**Grading Policy:**

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

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

**1. Exam I (40 points)**

The exam consists of up to 40 questions (multiple choice, true/false). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

**2. Exam II (40 points)**

The second exam (on the last day of classes) will consist of up to 40 questions (multiple choice,

true/false). The exam covers everything since Exam I and a few questions from the first half of the course. Please bring a brown scantron and #2 pencils to the exam. Do not plan to leave town before this examination – students cannot pass this class if they miss Exam II.

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

Twelve quizzes will be given for 6 points each, and 2 lowest scores will be dropped. The quizzes are based on assigned readings for that day and will consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-7 minutes at the start of the class. There will be no make-ups for the quizzes because 2 scores are dropped. The dropping of 2 lowest scores is designed to help students in such situations as when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

### **4. Online Component – Research Paper (60 points)**

I hope these research papers will be fun for you! The papers should be 2300-2500 words in length, plus bibliography. Papers will be based on a close reading of 3 full-length “core” articles that go together (or 1 ethnography instead) that you select from specific journals and relevant articles/books from class material; total 6 references for close reading (some additional references may be used with Professor’s or GTA’s approval). In lieu of one of the 3 “core” articles, you can interview somebody about a relevant health issue and incorporate these data (de-identified) into your paper. In-depth analysis of fewer references is better than superficial review of many references! Online Assignments are designed as a step-by-step process to develop and write a great research paper. **Topic:** choose any topic relevant to health and culture. For example, you can examine how ideas about health or the body manifest themselves in culturally-specific ways, or you can select a specific disease/illness as a lens through which to analyze cultural meanings of health and experience of being sick. A list of topic ideas will be provided to help you think about possibilities, and you’ll also be taught how to search for ideas in key journals during our Research Paper Workshop in week 3. To have fun with this project, it is most important to choose a topic based on your own interest and on information available. The 3 “core” articles must come only from these 7 journals: *Medical Anthropology Quarterly; Anthropology & Medicine; Culture, Medicine and Psychiatry; Medical Anthropology; Culture, Health, & Sexuality, Human Organization, and Social Science & Medicine.*

Note: Students cannot pass this class if they fail to submit their Research Paper.

- **Lateness with Online Assignments:** assignments are due when they are due. If truly extraordinary circumstances make it impossible for you to meet a deadline, please contact me or the GTA *beforehand*. Otherwise, late assignments are graded down accordingly, in fairness to students who have met the deadline.
- **Punctuality for testing:** is expected for all exams and quizzes. After the first student who completed the test leaves the room, the test is “DEAD” and students who arrive late will not be permitted to take the exam. Students who miss the exam in this way will receive a zero for that exam.

**Summary of points:**

- 1.) Exam I: 40 points
- 2.) Exam II: 40 points
- 3.) 10 quizzes: 60 points
- 4.) Research Paper (Online Work): 60 points
- 5.) Attendance, class participation, computer/phone abuse will be used in borderline cases.

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

**The Grade Scale for this course:**

|    |                  |
|----|------------------|
| A  | 186 – 200 points |
| A- | 180 – 185 points |
| B+ | 174 – 179 points |
| B  | 166 – 173 points |
| B- | 160 – 165 points |
| C+ | 154 – 159 points |
| C  | 146 – 153 points |
| C- | 140 – 145 points |
| D+ | 134 – 139 points |
| D  | 126 – 133 points |
| D- | 120 – 125 points |
| F  | 119 and below    |

#####

## Weekly Schedule

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

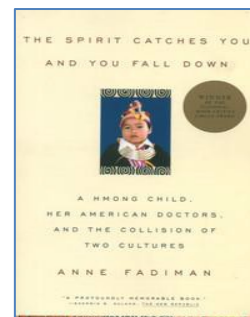
**Mon, 1/7:** First class – introduction of the course & overview of the syllabus.

**Wed, 1/9:** Overview of medical anthropology from a cultural perspective. Who is Lia and what happened to her?

**Read for Wed:**

Book: *The Spirit Catches You and You Fall Down.*

Read pages 3-37.



**Online Component:**

Assignment # 1: Instructions on Canvas

(Become familiar with Canvas, and our course site. Make sure you can access articles.)

### WEEK 2: *Week’s Topics: “Collisions” with the health care system in North America: The Case of the Hmong in California.*

**Mon, 1/14:** Lia’s treatment

→ Quiz 1

**Read for Mon:**

Book: *The Spirit Catches You and You Fall Down.* Read pages 38-77.

**Wed, 1/16: Research Paper Workshop #1**

**Read for Wed:** None

Please bring questions about your research papers to class. Laptops can also be useful to follow along, but not necessary.

**Online Component:**

Assignment # 2: Instructions on Canvas

(\*Submit: preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topic ideas listed on the Assignment)

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**WEEK 3: Week's Topics: "Collisions" with the health care system in North American: The Case of the Hmong in California & Preparation for Research Papers**

**Mon, 1/21:** No Class – MLK Holiday

**Wed, 1/23:** Could Lia have been saved?

**Read for Wed:**

Book: *The Spirit Catches You and You Fall Down*. Read pages 225-288.

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

**Online Component:**

Assignment # 3: Instructions on Canvas

(proceed with search for articles)

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**WEEK 4: Week's Topic: Ireland & mental health.**

**Mon, 1/28: New Section: Ireland - mental health & sexuality.**

**Read for Mon:**

Book: *Saints, Scholars, and Schizophrenics*.  
Read pages xiii-75.

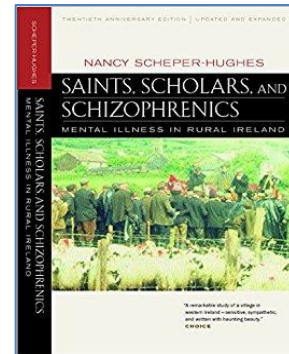
→ Quiz 2

**Wed, 1/30: Mental health and sexuality.**

**Read for Wed:**

Book: *Saints, Scholars, and Schizophrenics*. Read pages 76-170.

→ Quiz 3



**Online Component:**

Assignment # 4: Instructions on Canvas

(\*Submit: list of proposed articles; then wait for approval/feedback)

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**WEEK 5: Week's Topics: Ireland: mental health, unwanted celibacy, and guilt.**

**Mon, 2/4:** Brothers, sisters and lovers

**Read for Mon:**

Book: *Saints, Scholars, and Schizophrenics*. Read pages 173-221.

→ Quiz 4

**Wed, 2/6:** The idea of “sex roles” and destinies  
**Read for Wed:**  
Book: *Saints, Scholars, and Schizophrenics*. Read pages 222-328.



**Online Component:**

Assignment # 5: Instructions on Canvas

(\***Submit:** revised list of articles & wait for approval; or start reading and annotating)

---

**WEEK 6: *Week’s Topic:* Declining Fertility & Assisted Reproductive Technologies (ARTs).**

**Mon, 2/11: *New Section:* Declining fertility around the globe.**  
**Read for Mon:** none

**Wed, 2/13:** Declining fertility in Poland

**Read for Wed:**

“‘Irrational’ Non-reproduction? The ‘dying nation’ and the postsocialist logics of declining motherhood in Poland.” *Anthropology & Medicine*, 19(2):153-169. 2012.  
By J. Mishtal

→ Quiz 5

**Online Component:**

Assignment # 6: Instructions on Canvas (read and annotate)

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**WEEK 7: *Week’s Topic:* High tech baby-making: infertility and assisted reproductive technologies.**



**Mon, 2/18:** Men and infertility in Egypt and Lebanon.

**Read for Mon:**

“Middle Eastern Masculinities in the age of New Reproductive Technologies: male infertility and stigma in Egypt and Lebanon.” *Medical Anthropology Quarterly* 18(2):162-182. 2004. By Marcia Inhorn

→ Quiz 6

**Wed, 2/20:** Infertility in Israel – Jewish religion and high tech medicine.

**Read for Wed:**

“Rabbis and reproduction: The uses of new reproductive technologies among ultraorthodox Jews in Israel.” 2002. By Susan M. Kahn IN: *Infertility around the Globe*. Eds: Inhorn and van Balen. University of California Press. P. 283-297.

**Online Component:**

Assignment # 7: Instructions on Canvas

(\***Submit:** annotated bibliography)

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**WEEK 8:**

**Mon, 2/25: Review for Exam I**

**Wed, 2/27: EXAM I**

**Online Component:**

Assignment # 8: Instructions on Canvas

(\***Submit:** create outline of your research paper – about 1-2 pp)

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**WEEK 9: *Week's Topic:* New section: Body politics & neoliberalism in Eastern Europe & Russia.**

**Mon, 3/4: Research Paper Workshop # 2**

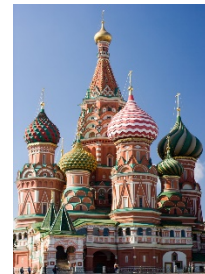
**Read for Mon:** none

Please bring your questions and concerns about your research paper to this class.

**Wed, 3/6: *New Section:*** Eastern Europe & Russia – What was communism and what came next?

**Read for Wed:** none

→ **Quiz 7 (attendance)**



**Online Component:**

Assignment # 10: Instructions on Canvas (Proceed with writing)

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**WEEK 10:**

**3/11 – 3/15 – SPRING BREAK**

Assignment # 9: NO assignment – spring break (rest, catch-up, read ahead)

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**WEEK 11: *Week's Topic:* The Case of Russia - Body Politics & Neoliberalism.**

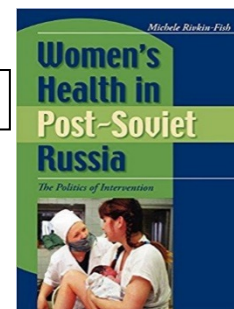
**Mon, 3/18:** Russia – What is “moral correction”?

**Read for Mon:**

Book: *Women's Health in Post-Soviet Russia*.

Read pages 1-65.

→ **Quiz 8**



**Wed, 3/20:** Russia – Sex Education

**Please read for Wed:**

Sex education and the idea of “discipline” - *Women’s Health in Post-Soviet Russia*.  
Read pages 66-119.

**Online Component:**

Assignment # 11: Instructions on Canvas (Proceed with writing)

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**WEEK 12: Week’s Topic: The Case of Russia, cont.**

**Mon, 3/25: GUEST SPEAKER: Dr. Lindsay Taliaferro, PhD, MPH, MS,**  
**College of Medicine, “LGB Access to Healthcare”**

**(\*\*Still please read book section: Book: *Women’s Health in Post-Soviet Russia*. Pages 123-178. Topic: taking responsibility.)**

**Wed, 3/27:** Russia: Bribes or “Privatizing strategies” –  
chocolates, vodka, and other strategies

→ Quiz 9

**Read for Wed:**

Book: *Women’s Health in Post-Soviet Russia*.  
Pages 179-222.



**Online Component:**

Assignment # 12: Instructions on Canvas (Proceed with writing)

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**WEEK 13: Week’s Topic: Anthropology of Social Suffering: Haiti: HIV/AIDS & the work of Paul Farmer.**

**Mon, 4/1:** What is structural violence?

→ Quiz 10

**Read for Mon:**

“On suffering and structural violence: Social and economic rights in the global era.” 2003. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. By Paul Farmer. University of California Press. Pp. 29-50.



**Wed, 4/3:** [Research Paper Workshop # 3](#)

**Read for Wed:** None

Please bring questions about your writing process, citations, or any other issues.

**Online Component:**

Assignment # 13: Instructions on Canvas (Proceed with writing.)

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**WEEK 14: Week's Topic: Anthropology of Social Suffering (cont.): HIV & survival sex.**

**Mon, 4/8:** HIV infections – risk group or risk behavior?

**Read for Mon:**

“Risky business: The cultural construction of AIDS risk groups.” 1994. *Social Science & Medicine*, 38(10):1337-1346. By Schiller, Nina Glick et al.

**Wed, 4/10:** Survival Sex & HIV

**Read for Wed:**

“‘She drank his money’: Survival sex and the problem of violence in taverns in Gauteng Province, South Africa.” 2002. *Medical Anthropology Quarterly* 16(3):267-93. By Wojcicki, Janet Maia

→ Quiz 11



**Online Component:**

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

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**WEEK 15: Week's Topic: Anthropology of Social Suffering (cont.): Substance use & abuse**

**Mon, 4/15:** Substance Use & Abuse. What is looking “Up-stream”?

→ Quiz 12

**Read for Tue:**

“Why Does Juan García Have a Drinking Problem? The Perspective of Critical Medical Anthropology.” 1992. *Medical Anthropology*, 14(1):77-108. By Singer, Merrill et al.

**Wed, 4/17:** Review for Exam II

**Online Component:**

Assignment # 15: Instructions on Canvas

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

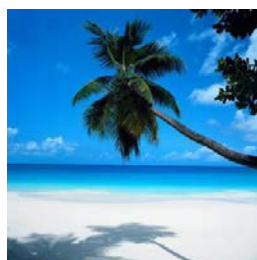
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**WEEK 16: Exam II & Research Papers**

**Mon, 4/22: Exam II** (in last class), 2:30-3:20 pm in BA-2 207

**\*Thur 4/25: Research Papers due** by midnight via Canvas (can submit early)

~~~~~ Have a great summer! ~~~~~





HUMAN ORIGINS

ANT 4586C / Spring 2019

Lecture: Thursdays 9:00-10:15 AM/ BA1 121

Lab: Tuesdays 9:00-10:15 AM or 10:30-11:50 AM/ MSB 149

Instructor: Dr. Emily Zavodny

Office: HPH 103

Office Hours: Tuesdays 3-5 pm & Thursdays 10:30 am -12:30 pm

Email: Emily.Zavodny@ucf.edu or via Webcourses

GTA: Ms. Tyler Vanburen

Office: TBA

Office Hours: TBA

Email: via Webcourses

University Catalogue Description

The fossil evidence for human evolution from Miocene hominoids through the Australopithecines to the earliest members of the genus *Homo*.

Overview

This course will introduce students to evolutionary concepts frequently explored within biological/physical anthropology. Students will be introduced to evolutionary theory, our primate origins, non-human primate and human anatomical diversity, fossil dating, fossil phylogenetic classification and the human family tree, locomotion patterns, and various potential human ancestors including those in the genus *Homo*. We will explore these various topics through readings from your textbook as well as through lectures, films, and additional readings. You will be assessed via lab activities, quizzes, short papers, and exams.

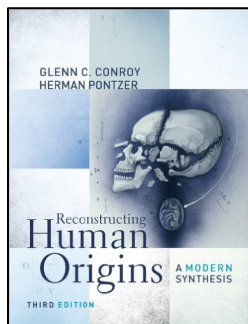
Objectives

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

- Understand paleoanthropology and how it relates to the anthropological discipline
- Understand theoretical concepts related to non-human primate and human evolution
- Identify key anatomical changes that have occurred over millions of years throughout evolution, ultimately leading to the unique suite of traits associated with contemporary humans
- Understand how different lines of evidence inform us of our evolutionary history
- Become familiar with anatomical and morphological diversity of various fossil specimens of potential human ancestors
- Formulate knowledgeable questions about our past and our future as we continue to adapt to our ever-changing environment

Materials

There is one required textbook for this class.



Reconstructing Human Origins: a modern synthesis

Authors: Glenn Conroy & Herman Pontzer

Edition: 3rd

Publisher: W.W. Norton

Year: 2012

ISBN: 978-0393912890

Student Financial Assistance has two programs to assist financial aid recipients with purchasing their textbooks: the **Textbook Purchase Program** and the **Short Term Advance for Books**. Students must select one **or** the other of the two programs, not both, during any given semester. Students who apply late for financial aid or have incomplete files should be prepared to cover their textbook expenses out-of-pocket. Additional information can be found at <https://finaid.ucf.edu/receiving/funds-for-books/>. Check the Bulletin Boards on **myUCF** for specific dates and information throughout the year.

I also highly recommend bookmarking the Smithsonian Human Origins Institute website for helpful study tools, interactive maps and great images of our human ancestors.

- <http://humanorigins.si.edu/>
- <http://humanorigins.si.edu/evidence/human-family-tree>

Class Structure

Class time is divided between lectures and labs. Lectures take place on Thursdays, when we meet as one group in BA1 121. On Tuesdays, you will attend one of two designated lab periods in MSB 149. You should only attend your assigned lab section.

Grading

Your final grade is based on the following: financial aid activity (1), exams (3), reading quizzes (11), labs (10), and short response papers (2). The total value for all assignments is 600 points, meaning your final letter grade is based directly on how many points you earn throughout the semester. If you wish to discuss your grade, please come see Tyler or me during our office hours or schedule an appointment. We cannot discuss grades via email.

FINANCIAL AID ACTIVITY: 10 POINTS (1 X 10 POINTS)

I am required to document your academic activity at the beginning of each course due to financial aid issues. In order for me to do this, you must complete the **Introductory Quiz (Financial Aid Activity) by 5 PM (EST) Friday, Jan 11**. Failure to do so will result in a delay in the disbursement of your financial aid and no one wants that!

EXAMS: 300 POINTS (3 X 100 POINTS EACH)

There will be three (3) non-cumulative exams throughout the semester. They will consist of multiple choice, true/false, fill-in-the-blank, fossil identifier, and short answer questions.

ONLINE READING QUIZZES: 110 POINTS (11 X 10 POINTS EACH)

Readings are assigned as a group for each module, meaning you should complete all readings before you come to lecture on Thursday in order to understand and participate in class discussions. To facilitate this there will be twelve (12) online reading quizzes throughout the semester. Quizzes will be posted on Monday and due by 9:00 AM the following Thursday. Your lowest quiz score will be dropped at the end of the semester. Quizzes will consist of multiple choice, true/false, and/or fill-in-the-blank questions.

LAB ACTIVITIES: 100 POINTS (10 X 10 POINTS EACH)

You will complete eleven (11) labs throughout the semester. Lab material will only be available during your assigned lab times. Given the interactive and collaborative nature of these assignments, you will NOT be able to make up a missed lab activity. Your lowest lab grade will be dropped at the end of the semester.

PDFs of lab materials will be made accessible to you on Webcourses the day before lab. Each lab has a reading component consisting of several pages of text that will help you complete the lab during lab time. **Students are responsible for reading lab material BEFORE attending the lab. It is your responsibility to print out your lab reading material and assignment before attending the lab.** You should review lab reading and questions beforehand.

During the lab, you will work in groups of 3-4 students. Only one worksheet needs to be turned in per group, but make sure everyone's name is listed. When finished, each group should turn in the lab and leave.

SHORT RESPONSE PAPERS: 80 POINTS (2 X 40 POINTS EACH)

You will be required to write two (2) short response papers responding to questions raised by our discussions in class. These papers are tentatively due on February 28 and April 18. A more detailed description and grading rubric for these papers will be provided closer to these dates.

Final Grades

Letter grades will be assigned according to the table below. You can calculate your final grade using the following formula:

$$\text{Percentage Grade} = (\text{Total Financial Aid Activity Points Earned} + \text{Total Exam Points Earned} + \text{Total Quiz Points Earned} + \text{Total Lab Activity Points Earned} + \text{Total Short Response Paper Points Earned}) / 600$$

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

Final grades will be rounded up to the nearest whole number IF the grade is within 0.5 points of this next highest number. For instance, a grade of 89.5 will be rounded to a 90, but a grade of 89.49 will not. No extra credit assignments will be offered.

Late Work & Make-Up Policy

All assignments are due in-class on the date indicated on the course schedule and syllabus. You may submit late work without a university excuse up to four (4) days after the due date, but with a 15% deduction per day from your grade on that assignment. I will not accept anything beyond four days past the deadline. You cannot make up missed lab activities.

Students with a university-approved excuse (hospitalization, jury duty, family emergency) may be asked to provide documentation in order to make up graded assignments. Students with an approved excuse must also contact me before the

assignment in question is due, otherwise no accommodations will be made. All make-up work is at the discretion of the instructor.

Communication

You must check the course webpage and your Knights email regularly as these are the primary means of communication for this course. We will be using our Webcourse page to post important information throughout the semester, including grades, required reading, and announcements. Some assignments, such as quizzes, will be completed and submitted entirely on Webcourses. You are responsible for all of the information posted online to our course page.

Email is the best way to communicate with Tyler (your GTA) or me if you have any questions about readings, specific assignments, or anything else not answered in the syllabus. Please include the course and section numbers in your email subject line, as well as a salutation and your name in the body of the email. We will respond to emails within 48 hours of receiving them, but please note that it may take us the full 48 hours to respond. Waiting for a response is not an excuse for missing an assignment deadline.

Academic Responsibility

First and foremost, read the syllabus and course schedule. This document is your guide so that you can keep up with the scheduled readings, modules, and assignments. Time management, problem solving, responsibility, and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings, and make every effort to complete assignments, quizzes and exams on time and in a professional manner. Lastly, if you've read this far, email me a picture of your favorite primate by January 12th for two extra credit points.

Course Etiquette

Anthropology is focused on understanding the diversity of human life. The readings, discussions, and assignments required in this class will address many controversial topics, including sexual behavior, gender norms, and religious beliefs and practices. Many of the examples covered will seem strange and possibly objectionable to you, just as your own way of life may seem objectionable to many others around the world. This class does not require you to agree with, believe in, or choose to follow any particular way of life and it does not ask you to be uncritical about social or cultural patterns. You are, however, expected to approach alternative perspectives with respect and to listen to and seek to understand unfamiliar points of view. You also have the right to have others respectfully listen to and seek to understand your point of view. Please feel free to come and see us at any point in the semester if you have any concerns.

Laptops are allowed in class for note-taking only. If you are you using your laptop for other purposes, you will be asked to put it away. Cellphones should be silenced and stored out of sight for the entirety of the class.

Academic Integrity

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 - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of course exercises and are very serious academic offenses. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in suspension or expulsion from the University. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see <http://www.osrr.sdes.ucf.edu/>).

Student Accessibility and Accommodations

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 Student Accessibility Services (SAS) and me as soon as possible. More information can be found at <http://sas.sdes.ucf.edu/>. SAS is located at Ferrell Commons Room 185 and can be contacted via email (sas@ucf.edu) or phone (407-823-2371, TTY/TDD only phone 407-823-2116).

Religious Observances

Students must notify me in advance if they intend to miss class for a religious observance. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Deployed Active Duty Military Students

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact me to discuss the circumstances.

Campus Safety Procedures

Emergencies on campus are rare, but students should be aware of their surroundings and familiar with some basic safety and security concepts. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students

should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html. Students with special needs related to emergency situations should speak with me outside of class.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse). I reserve the right to make reasonable adjustments to the assignment schedule and will announce any changes via Webcourses. Due dates for assignments can be found in the table below.

COURSE SCHEDULE

** All reading quizzes are due by 9:00 AM on the date indicated.

| Dates | Topic & Readings | Activities and Due Dates |
|------------------------------------|--|--|
| Module 0 | Introduction | Financial Aid Activity (Due by 5PM Jan 11) |
| Module 1 | Humans as Primates
<i>Chapter 1</i> | Lab 1 (Jan 15) |
| Module 2 | The Plio-Pleistocene
<i>Chapter 2</i> | Reading Quiz 1 (Jan 17)
Lab 2 (Jan 22) |
| Module 3 | Dating Fossils
<i>Chapter 3</i> | Reading Quiz 2 (Jan 24)
Lab 3 (Jan 29) |
| Module 4 | Classifying Fossil Hominins
<i>Chapter 4</i> | Reading Quiz 3 (Jan 31) |
| Exam 1: Tuesday, February 5 | | |
| Module 5 | Miocene Hominoids
<i>Chapter 5</i> | Reading Quiz 4 (Feb 7)
Lab 4 (Feb 12) |
| Module 6 | South Africa Australopiths
<i>Chapter 6</i> | Reading Quiz 5 (Feb 14)
Lab 5 (Feb 19) |
| Module 7 | East Africa Australopiths
<i>Chapter 7</i> | Reading Quiz 6 (Feb 21)
Lab 6 (Feb 26) |
| Module 8 | Australopith Paleobiology & Phylogeny
<i>Chapter 8</i> | Reading Quiz 7 (Feb 28)
Short Response Paper (Feb 28) |
| Exam 2: Tuesday, March 5 | | |
| Module 9 | Origins of Genus <i>Homo</i> & Culture
<i>Chapter 9</i> | Reading Quiz 8 (March 7)
Lab 7 (March 19) |
| Module 10 | <i>Homo erectus</i>
<i>Chapter 10</i> | Reading Quiz 9 (March 21)
Lab 8 (March 26) |

| | | |
|--|--|---|
| Module 11 | “Archaic” Hominins & the Middle Pleistocene
<i>Chapter 11</i> | Reading Quiz 10 (March 28)
Lab 9 (April 2) |
| Module 12 | “Modern” Human Origins
<i>Chapter 12</i> | Reading Quiz 11 (April 4)
Lab 10 (April 9) |
| Module 13 | Neandertals & Friends
<i>Chapter 13</i> | Reading Quiz 12 (April 11)
Lab 11 (April 16) |
| Module 14 | Course Review | Short Response Paper (April 18) |
| Exam 3: Thursday, April 25
7:00-9:50 AM | | |



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 24th 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.

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 rd , 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). 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) 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) 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
Assignments Due | Reading Assignments |
|------|-----|------------|---|--|
| 1 | W | Jan.
9 | Introduction to Class

Classroom – Introduction, Syllabus Quiz, Paper Discussions

ASSIGNMENT: Syllabus Quiz due Fri. 12th, 3pm | |
| 2 | W | Jan.
16 | Monitoring Things from Space

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.
23 | Tracking Movement

Classroom Discussion and Project Preparation Session | Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons";

Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events" |
| 4 | W | Jan.
30 | More Statistical Analysis and Arguments

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";

Spielman (2006) "Appropriate use of the K Function in Urban Environments";

Austin et al. (2006) "Austin et al. Respond" |

| | | | | |
|----|---|------------|---|---|
| 5 | W | Feb.
6 | Telling a Story with Maps - Cartography

Classroom Discussion and Project Preparation Session | Roth (2013): "Interactive maps: What we know and what we need to know";

Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North" |
| 6 | W | Feb.
13 | Maps and Behavior

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.
20 | PPGIS, Crowdsourcing, Web

Classroom Discussion and Project Preparation Session | Brovelli et al. (2015): "Public participation in GIS via mobile applications" |
| 8 | W | Feb.
27 | Simulations

Classroom Discussion and Project Preparation Session | Sellers et al. (2007): "An agent-based model of group decision making in baboons" |
| 9 | W | Mar.
6 | Databases and Privacy

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.
13 | SPRING BREAK

NO CLASS | |
| 11 | W | Mar.
20 | Proposal Preparation Session | |
| 12 | W | Mar.
27 | Proposal Preparation Session | |
| 13 | W | Apr.
3 | The Future of GIS

ASSIGNMENT DUE AT START OF CLASS
Wednesday Apr 3
Final Project Report (no more than 10 pages) | Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?" |

| | | | | |
|--------|---|------------|--|--|
| 14 | W | Apr.
10 | STUDENT PRESENTATIONS | |
| 15 | W | Apr.
17 | STUDENT PRESENTATIONS | |
| Finals | W | Apr.
24 | *Note Different Time: 1:00pm – 3:50pm
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.

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.

Course Syllabus

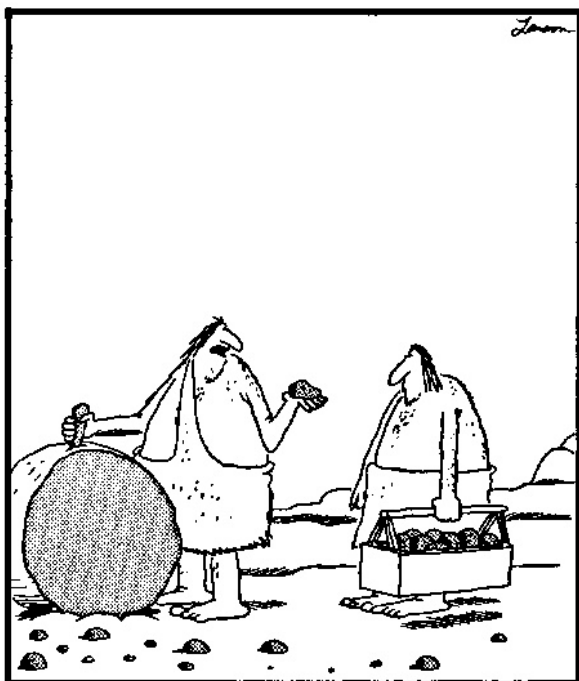
[Jump to Today](#) Edit

ANT 4932: Lithic Analysis: The Archaeology of Stone Tools

University of Central Florida

M 3:00-4:15 PM CB1 Room O122

W 3:00-4:15 PM MSB Room 0149



"So what's this? I asked for a hammer!
A hammer! This is a crescent wrench! ...
Well, maybe it's a hammer. ... Damn these stone
tools."

Course Instructor:

Dr. Brigitte Kovacevich

Office: Howard Phillips Hall Room 309P

Phone: 407-823-6554

Office Hours: Tuesday 3-4 PM, Wednesday 10:00-11:00 AM and by appointment

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

TA:

Aaron Ott

Office: MSB Room 0149 (our lab)

Phone: 407-823-2227 (for messages to have your call returned)

Office Hours: Wednesday 1-3 PM and by appointment

E-mail: aott@knights.ucf.edu (<mailto:aott@knights.ucf.edu>)

Course Description: This course is an introduction to the manufacture and analysis of flaked stone tools. We will also examine the ways in which lithic analysis can enlighten us about human behavior in past societies. Students will work with both archaeological and experimental collections, and engage in stone tool manufacture themselves. Course work will include raw materials properties and selection, technological developments, replication studies, tool description, classification, and analysis, debitage (waste) analysis, lithic illustration, toolstone sourcing, and analysis of style and technology.

Learning outcomes:

By the end of the course students should be able to 1) identify ancient tool technologies, 2) replicate some ancient tool technologies, 3) describe and analyze stone tools and debitage, 4) carry out an experimental program involving the replication and/or analysis of stone tools (i.e., use and understand the scientific method).

Required Textbooks:

Patten, Bob. 2009. Old Tools-New Eyes: A Primal Primer of Flintknapping, Second Edition. Stone Dagger Publications, Denver.

Whittaker, John C. 1994. Flintknapping: Making and Understanding Stone Tools. University of Texas Press, Austin.

Available online via the library:

Andrefsky, W., 2005. Lithics: Macroscopic Approaches to Analysis (Cambridge Manuals in Archaeology). Cambridge: Cambridge University Press.

Link: <https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2I0ZQ%3d%3d#AN=146179&db=nlebk>
[_ \(https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2I0ZQ%3d%3d%23AN=146179&db=nlebk\)](https://eds.b.ebscohost.com/eds/detail/detail?vid=1&sid=0fe9f015-86db-4cc9-8802-b09d2f0f40c2%40sessionmgr120&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2I0ZQ%3d%3d%23AN=146179&db=nlebk)

Course requirements:

| | |
|----------------------------------|-----|
| Attendance and participation | 10% |
| Article Presentation | 20% |
| Midterm Exam | 20% |
| Final exam | 20% |
| Final Project (and outline etc.) | 30% |

Class attendance and participation: Because this is an intermediate level lecture/seminar course, much of the responsibility for learning rests on the class participants. Students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary—this is how learning happens! These marks will be based on your demonstrating that you read assigned materials, thought about them, and were willing to share your thoughts with the rest of the class during discussions. Attendance is, of course, crucial, and routine absence from classes will result in a low score in class participation. Attendance will be taken each day. If you do miss a discussion class, you can make up the attendance points by summarizing the readings in two double-spaced pages within a week of the absence and emailing it to me. If you miss a lab class there will generally be no way to make that up. You may be able to schedule lab time outside of the class period with your

TA, but this is not guaranteed. Your “academic activity” for the first week will be your attendance, so if you miss the first class, be sure to contact me so that I know you are enrolled and active so that you can receive your financial aid.

Quizzes

There will not be pop quizzes or reading quizzes, but if it appears that students are not doing the readings and cannot adequately discuss them in class, quizzes will be instituted.

Readings and Article Presentation:

Students will be asked to read and present extra articles during certain class periods marked as “Additional Student Readings.” On the assigned day certain students will create an outline of the article, a brief critical summary of the article and then present this outline to the class. Each student will present 2 times during the semester and this will form the basis of the article presentation grade. The instructor will provide a sign up for days and topics within the first week of the semester and examples of article summaries will be provided. If you miss the day of your article presentation you will get a 0 for the summary and a 0 for attendance for the day.

Midterm and Final Exam

Students will also be required to take a midterm and final exam that will consist of both practical (lithic identification) and theoretical (questions on the readings) components which will translate to objective (multiple choice, fill-in-the blank, matching, etc.) and subjective (essay and short answer) questions.

Final project/paper:

Students will be required to submit an original experimental design involving lithic technologies. This paper can be a proposal for an experimental design, but if possible, the experiment could be carried out. It should be at least 10 double-spaced pages in length. This experiment should include:

- An explanation of why the experiment needs to be conducted
- A description of the experiment’s applicability to specific archaeological contexts
- A literature review summarizing previous relevant experiments
- A methods section - how will the experiment be carried out?
- A materials section - what materials are needed to carry out the experiment?
- A series of hypotheses to be tested and potential results
- Conclusions and results of study (if experiment was carried out)

FINAL PROJECT TIMELINE:

| | |
|---|-----------------|
| Discussion about topic: | February 18, 20 |
| List of 5-10 references due: | March 20 |
| Outline due: | April 10 |
| Written, final experimental design due: | April 29 |

SAFETY:

The handling and analysis of finished lithic artifacts and debris, and especially the practice of flintknapping itself, are inherently dangerous activities. Stone tools, debitage, and even raw material may be sharp! The odds are very good that you will be cut (or otherwise injured) at least once during this course. To guard against this as much as possible, proper attention to safety is required. On lab class days with flintknapping, please observe the following procedures:

(1) Handle lithic artifacts, debitage, and raw materials with care, and hold artifacts over the tables provided at all times.

(2) Do not wear open-toed shoes to class (including flip-flops, sandals, etc.). The floor may be littered with very small piece of debitage that will cut you, and artifacts have sometimes been dropped off the tables and onto toes—space in the lab will be provided for you to leave a pair of closed-toe shoes so you don't have to carry a pair to and from class.

On knapping practicum days (marked "flintknapping" on the syllabus), please take the following additional precautions:

(1) Wear appropriate clothing such as long pants (jeans work well), socks, and shoes which cover your legs, feet, and ankles, and a loose long-sleeve shirt that covers your forearms completely is preferred. Consider wearing old clothing that you don't mind getting dirty or possibly damaged.

(2) Wear safety goggles and leather gloves at all times (see Lab Equipment below).

(3) Be awake and alert. You must not be groggy from lack of sleep or under the influence of over-the-counter or prescription medicines, alcohol, or other intoxicating substances, don't drink and knap!

Your instructor will provide basic first aid and bandages in case of injury, but more serious wounds may require the use of an ambulance service and/or hospitalization. You agree to participate in the course at your own risk. Neither your instructors, nor UCF is responsible for any medical costs incurred by you that relate to injuries derived from your participation in this course. Check that your health insurer will cover any medical costs associated with injuries that might result from your handling of lithic artifacts or our knapping activities. If you have a medical condition that could imperil you if were cut (i.e. hemophilia) or those administering first aid inform your instructors immediately after class—such information will be held in the strictest confidence (modified from syllabus of Prof. Peterson, University of Hawaii).

Lab Equipment:

Some lab equipment is provided by the Anthropology Department, and is required for participation in the flintknapping components of the course includes: (1) shatter-resistant plastic safety glasses; and (2) leather gloves (full leather gloves are preferable, but those with leather palms and tips are acceptable). Students are responsible for making sure they bringing them

to class on the days specified (we will have a space for them to store and leave them) and they must be worn while knapping. Other items may need to be purchased out of pocket as the semester continues.

ETHICAL ISSUES

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

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

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

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

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



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

>).

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

notification of deployment to make related arrangements.

Academic Integrity

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

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

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

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

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

GRADES:

Midterm exams will be handed back in class since they are taken in class, students can pick up final exams by emailing the instructor. Final projects and article summaries will be graded in webcourses where they are submitted.

Make-ups for midterm and final exam may not be possible because of the laboratory nature of parts of the exam. Missing one of these exams may result in an extensive 10-12 page take home exam that will cover related topics. Late assignments for article summaries will not be accepted. The Final Project may be turned in late with a penalty of one letter grade per day. Extra Credit may be offered during the semester.

Grades at the threshold of the next highest letter grade above the .5 level will be rounded up. FINAL GRADES ARE FINAL.

Grading Scale

(%)

94-
100 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

0 - 59 F

COURSE SCHEDULE

(Tentative! Subject to change-FOR THE MOST UP TO DATE READING LIST SEE WEEKLY MODULES)

WEEK 1

Monday, January 7: Course Introduction

Wednesday, January 9: The Basics, Fracture Mechanics, Flintknapping Demonstration

Readings:

1. **Patten** 2009: 7-52
2. **Whittaker** 1994: 1-82
3. **Andrefsky** 2005: Chapters 1 and 2

WEEK 2

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Monday, January 14: Primate Tool Use and Early Stone Tool Industries

Readings:

1. **Patten** 2009: 53-66
2. **Whittaker** 1994: 85-126

3. **Pelegrin, Jacques**. 2005. "Remarks About Archaeological Techniques and

Methods of Knapping: Elements of a Cognitive Approach to Stone Knapping," in Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour, edited by Valentine Roux and Blandine Brill, pp. 23-33. McDonald Institute for Archaeological Research, Cambridge.

Additional Student Readings:

4. **Haslam, Michael**. "'Captivity bias' in animal tool use and its implications for the evolution of hominin technology." *Philosophical Transactions of the Royal Society B: Biological Sciences* 368.1630 (2013): 20120421.
5. **Roche, Helene**. 2005. "From Simple Flaking to Shaping: Stone-knapping Evolution Among Early Hominids," in *Stone Knapping: The Necessary Conditions for a Uniquely Hominin Behaviour*, edited by Valentine Roux and Blandine Brill, pp. 35-48. McDonald Institute for Archaeological Research, Cambridge.

Wednesday, January 16: Flintknapping: Hard Hammer Percussion

WEEK 3

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Monday, January 21: NO CLASSES-MLK DAY

Wednesday, January 23: Early Stone Tool Industries cont.

Flintknapping: Hard Hammer Percussion Cont.

1. **Toth, Nicholas**. 1985. The Oldowan Reassessed: a Close Look at Early Stone Artifacts. *Journal of Archaeological Science* 12: 101-120.
2. **Newcomer, Mark**. 1971. Some Quantitative Experiments in Handaxe Manufacture. *World Archaeology* 3(1): 85-104.

WEEK 4

Monday, January 28: Middle and Upper Paleolithic Stone Tool Technologies

Readings:

1. **van Peer, Philip**. 1995. "Current Issues in the Levallois Problem," in *The Definition and Interpretation of Levallois Technology*, edited by Harold Dibble and Ofer Bar-Yosef, pp. 1-9. Prehistory Press.
2. **Dibble H** (1995) Middle Paleolithic Scraper Reduction: Background, clarification and review of evidence. *Journal of Archaeological Theory* 2.4: 299-368.

Additional Student Readings:

3. **Eren MI and SJ Lycett** (2012) Why Levallois? A morphometric comparison of experimental 'preferential' Levallois flakes versus debitage flakes. *PLoS ONE* 7.1.
4. **Eren, Metin I., Aaron Greenspan, and C. Garth Sampson**. 2008. Are Upper Paleolithic Blade Cores More Productive Than Middle Paleolithic Discoidal Cores? A Replication Experiment. *Journal of Human Evolution* 55(6): 952-961.

Wednesday, January 30: Flintknapping: Soft Hammer Percussion

WEEK 5

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Monday, February 4: Paleolithic Technologies: Advanced Bifaces by Stone Age

Foragers

Readings:

1. **Whittaker** 1994: 177-217 and 219-242
2. **Bradley, Bradley, Michael Collins, and Andrew Hemmings**. 2010. "Chapter 2: Clovis Blade Making Technology," in Clovis Technology. International Monographs in Prehistory.
3. **Aubry, Thierry, Bruce Bradley, and 6 other authors**. 2008. Solutrean Laurel Leaf Production at Maitreaux: an Experimental Approach Guided by Techno-Economic Analysis. World Archaeology 40: 48-66.

Additional Student Readings:

4. **Thomas, K.A., Story, B.A., Eren, M.I., Buchanan, B., Andrews, B.N., O'Brien, M.J. and Meltzer, D.J.**, 2017. Explaining the origin of fluting in North American Pleistocene weaponry. Journal of Archaeological Science, 81, pp.23-30.

Wednesday, February 6: Flintknapping: Tool Retouch, Resharpener, Modification, and Fluting

WEEK 6

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Monday, February 11: Bipolar Technology

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176
3. **Shott, Michael**. 1989. Bipolar Industries: Ethnographic Evidence and Archaeological Implications. North American Archaeologist 10: 1-24.

Additional Student Readings:

4. **LeBlanc, Raymond**. 1992. Wedges, Pieces Esquillees, Bipolar Cores and Other Things: An Alternative to Shott's View of Bipolar Industries.

Wednesday, February 13: Flintknapping: Anvil (bipolar) reduction

Readings:

1. **Patten** 2009: 67-80
2. **Whittaker** 1994: 127-176

WEEK 7

Monday, February 18: Lithic Typologies

1. Whittaker pp. 259-268
2. Andrefsky Chapter 4
3. **Thomas Hester** 1986 On the Misuse of Projectile Point Typology in Mesoamerica. *American Antiquity* 51(2):412-414.
4. **Adams, W. Y. and E. W. Adams.** 1991. *Archaeological Typology and Practical Reality: A Dialectical Approach to Artifact Classification and Sorting.* Cambridge: Cambridge University Press. Pp. 155-243.

Additional Student Readings:

5. **Flenniken, J. J. and Raymond, A. W.** (1986) Morphological projectile point typology: replication experimentation, and technological analysis. *American Antiquity* 51:603-614.
6. **Thomas, D. H.** (1986) Points on points: a reply to Flenniken and Raymond. *American Antiquity* 51:619-627
7. **Odell, G.H.** 2001 Stone Tool Research at the End of the Millenium: Classification, Function, and Behavior. *Journal of Archaeological Research* 9: 45-100.

February 20: Typology Experiment

WEEK 8

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Monday, February 25: Field Trip-Orange County Regional History Center

Wednesday, February 27: Classification

Assignment: Identify and describe a stone tool from the museum collection

WEEK 9

Monday, March 4: Artifact Illustration

Readings:

1. **Addington, L. R.** 1986. Lithic Illustration: Drawing Flaked Stone Artifacts for Publication. Chicago: University of Chicago Press.
2. **Inizan, M.-L., M. Reduron-Ballinger, H. Roche & J. Tixier.** 1999. Graphic Representation, Chapter 7 in Technology and Terminology of Knapped Stone. Meudon: CREP.

Assignment:

Complete an illustration of a stone tool

Wednesday, March 6: **IN-CLASS MIDTERM**

WEEK 10

NO CLASSES-SPRING BREAK

WEEK 11

Monday, March 18: Refitting

1. **Larson, M. L. and E. E. Ingbar** (<http://courses.washington.edu/archyaec/archy483/Readings/larsoningbar.pdf>). 1992. Perspectives on refitting: critique and a complementary approach. In Piecing Together the Past: Applications of Refitting Studies in Archaeology, edited by J. L. Hofman and J. G. Enloe. Oxford. BAR. Pp. 151-162.
2. **Schurmans, U. A. 2007.** Refitting in the Old and New Worlds. In Fitting Rocks: Lithic Refitting Examined, edited by A. A. Schurmans and M. de Bie. Oxford: BAR. Pp. 7-23.

Additional Student Readings:

3. **Close, A. E.** 2000. Reconstructing movement in prehistory. *Journal of Archaeological Method and Theory* **7**: 49-77.
4. **Morrow, T. M.** 1996. Lithic refitting and archaeological site formation processes: a case study from the Twin Ditch Site, Greene County, Illinois. In *Stone Tools: Theoretical Insights into Human Prehistory*, edited by G. H. Odell. New York: Plenum. Pp. 345-373.

Wednesday, March 20: Refitting Experiments

WEEK 12

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Monday, March 25: Toolstone Sourcing

Readings:

1. Andrefsky Chapter 3
2. **Luedtke, Barbara.** 1979. The Identification of Sources of Chert Artifacts. *American antiquity*. v. 44, no. 4, 1979. p. 744-757.
3. **Andrefsky, William.** 2006 *Lithics: Macroscopic Approaches to Analysis*, pp. TBA. Cambridge University Press; 2 edition

Additional Student Readings:

4. **Roll, Tom E., Michal P. Neeley, Robert J. Speakman, and Michael D. Glascock.** 2005 Characterization of Montana Cherts by LA-ICP-MS. In *Laser Ablation-ICP-MS in Archaeological Research*, edited by Robert J. Speakman and Hector Neff, pp. 59-76. University of New Mexico Press, Albuquerque.
5. **Glascock, Michael D., Robert J. Speakman, and Helen P. Pollard.** 2005 LA-ICP-MS as a Supplement to Abbreviated-INAA for Obsidian Artifacts from the Aztec-Tarascan Frontier. In *Laser Ablation-ICP-MS in Archaeological Research*, edited by Robert J. Speakman and Hector Neff, pp. 29-38. University of New Mexico Press, Albuquerque.

Wednesday, March 27: Handheld X-ray Fluorescence Demonstration and Practical

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WEEK 13

Monday, April 1: Introduction to Photogrammetry of Lithic Artifacts

Readings: TBA

Wednesday, April 3: Measuring Flaked Stone

Readings:

1. Andrefsky Chapter 5
2. Other readings TBA

WEEK 14

Monday, April 15: Gender, Agency, and Style in Stone Tool Production

Readings:

1. **Whittaker pp. 289-298**
 2. **Weissner, P.** (1983) Style and information in Kalahari San Projectile Points. *American Antiquity* 48:253-276
 3. **Brandt, S. and K. Weedman.** (2002) Woman the toolmaker. *Archaeology* Sep/Oct:50
- 53.

Additional Student Readings:

3. **Gero, J. M. 1991. [Genderlithics: women's roles in stone tool production](http://courses.washington.edu/archyaec/archy483/Readings/gero.pdf)** (<http://courses.washington.edu/archyaec/archy483/Readings/gero.pdf>). In *Engendering Archaeology: Women and Prehistory*, edited by J. M. Gero and M. W. Conkey. Oxford: Blackwell. Pp. 163-193.
4. **Wobst, H. M. 2000.** Agency in (spite of) material culture. In *Agency in Archaeology*, edited by M.-A. Dobres and J. E. Robb. London: Routledge. Pp. 40-50.
5. **McGuire, Kelly and William Hildebrandt, 1994.** The possibilities of men and women: gender and the California Milling Stone Horizon. *Journal of California and Great Basin Anthropology* 16(1):41-59.

Film: Woman the Toolmaker

Wednesday, April 17: Work on Final Projects in Lab (Instructor at SAA meetings-but lab will be open to do work)

Readings: None

WEEK 15

Monday, April 22: Mass Debitage Analysis and Lithics in Complex Societies

Readings:

1. **Ahler, S.A.** 1989 Mass Analysis of Flaking Debris: Studying the Forest Rather than the Tree. In *Alternative Approaches to Lithic Analysis*, Archaeological Papers of the American Anthropological Association 1:85-118
2. **Hester, Shafer, Eaton, Adams and Ligabue.** 1983. Colha's Stone Tool Industry. *Archaeology* 36:46-52.








Additional Readings:

3. **Olausson, D. J.** 2008. Does practice make perfect? Craft expertise as a factor in aggrandizer strategies. *Journal of Archaeological Method and Theory* 15: 28-50.
4. **Andrefsky, W. Jr.** 2004. Partitioning the aggregate: mass analysis and debitage assemblages. In *Aggregate Analysis in Chipped Stone*, edited by C. T. Hall and M. L. Larson. Salt Lake City: University of Utah Press. Pp. 201-210.

FINAL EXAM: Wednesday April 24th @ 1PM-3:50 PM

FINAL PROJECT DUE: Monday April 29th @ 11:59 PM on Webcourses

Course Summary:

| Date | Details | |
|------------------|---|----------------|
| Wed Mar 6, 2019 |  Midterm Exam (https://webcourses.ucf.edu/courses/1315654/assignments/6038615) | due by 3:30pm |
| Wed Mar 20, 2019 |  References for Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039629) | due by 11:59pm |
| Wed Apr 10, 2019 |  Outline for Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039685) | due by 11:59pm |
| Wed Apr 24, 2019 |  Final Exam (https://webcourses.ucf.edu/courses/1315654/assignments/6038627) | due by 3:30pm |
| Mon Apr 29, 2019 |  Final Project (https://webcourses.ucf.edu/courses/1315654/assignments/6039415) | due by 11:59pm |
| |  Article Summary Assignment #1 (https://webcourses.ucf.edu/courses/1315654/assignments/6038853) | |
| |  Article Summary Assignment #2 (https://webcourses.ucf.edu/courses/1315654/assignments/6038855) | |