ANT 2000: General Anthropology
Section OW59 – Spring 2019

Instructor: Edward Gonzalez-Tennant, PhD
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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.

Graduate Teaching Assistant (GTA): Vanessa Cruz
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Office: Main Campus, Phillips Hall, 309
Office Hours: TTh 10am-12pm

Texts

Anthropology: What Does It Mean to be Human? 4th Edition
By Robert H. Lavenda & Emily A. Schultz, Oxford University Press.

Additional, short readings may be included for specific topics. These will be provided as PDFs or hyperlinks on WebCourses.

Course Description

This course introduces students to the dynamic discipline of anthropology as it exists in the contemporary world. Such an understanding requires a historical perspective and broad foundation because anthropology takes as its subject a wide range of topics (basically, everything humans do, have done, and will do). This variation is partially a product of anthropologists identifying with one or more of four broadly defined sub-disciplines. These sub-disciplines are biological, archaeological, social/cultural, and linguistic. Questions asked by anthropologists include the evolution of modern humans and primate behavior (biological anthropology); the diversity of languages, their origins, and spread across the planet (linguistic anthropology); documenting and understanding the multiplicity of cultural groups throughout the world (cultural anthropology); and the experiences of past peoples as evidenced through their material remains (archaeological anthropology). This course will demonstrate the vitality of anthropology in our rapidly changing world.

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 Upon successful completion of this course, each student will:

- Apply anthropological concepts and critical reasoning skills to culture, human diversity, and the modern world around you
- Have a detailed knowledge of anthropology's sub-disciplines, how they have been re-configured over time, and the major methods employed by each
- Understand the evolutionary sequence beginning approximately 5-6 million years ago leading up to modern humans
- Understand the rise of social complexity and the trajectory of economic, political, and legal systems across time and space
- Develop an appreciation for the wide range of cultural perspectives on kinship, domestic life, reproduction, and illness
- Understand how anthropology contributes to the modern world by exploring the development of religions, expressive cultures, and the importance of cross-cultural communication
- Increase their knowledge of the interconnectedness of our world, and how our world is transforming because of globalization and development, migration, and new media

Grading

Grades will be determined from four exams, four film responses, online discussions, and two projects. Students are expected to complete assigned readings prior to viewing the lecture and/or completing other assignments. Your grades will come from the following:

Four Exams	240 possible points
Six Online Discussion	60 possible points

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, T/F and short answer questions. ***Each exam is worth 60 points.*** Students will have 90 minutes to complete the exam. Exams are administered via WebCourses@UCF and will be availalbe for 48 hours (pay attention to these dates!). To combat cheating, exams are timed and questions randomized so no two exams are the same. Questions are drawn from lectures and the textbook. All PowerPoints are posted on WebCourses with each video lecture (see Modules section). There are NO cumulative exams in this class. Each exam covers a set number of chapters (see course schedule for details).
[Total Points: 240]

Six Online Discussions: Six online, week-long discussions will focus on *Digital Anthropology.* This rapidly expanding field examines how digital media interact with culture, it is a fascinating area of research. For instance, anthropologists are increasingly central to things like Interaction Design (ID). These discussions will let us explore this together. Each discussion will include additional materials beyond the textbook. These may be short PDF readings, videos, or project websites. A rubric and other grading criteria will be provided at the start of each discussion.
[Total Points: 60]

Total Possible Points: 300

Course Grading Scale

A	94-100	A-	90-93.9		
B+	87-89.9	B	84-86.9	B-	80-83.9
C+	77-79.9	C	74-76.9	C-	70-73.9
D+	67-69.9	D	64-66.9	D-	60-63.9
F	59.9 and below				

Attendance and Make-Up Policies

Attendance is not taken in this class, but is highly encouraged. By that I mean **log into WebCourses (at least) a couple of times each week** and monitor your progress. I often make announcements that may help with this. As a reminder, exam questions come from the video lectures, textbook, and any additional readings.

Make-up exams and assignments are only granted if arranged prior to the date in this syllabus, or when accompanied by appropriate documentation after the fact (i.e. doctor's note, police report). Furthermore, **students have two weeks to make up work;** 1 week to make up an assignment or exam for full credit, and between 1 and 2 weeks to make-up work for 50%. All due dates are posted at the beginning of the semester and students are responsible for knowing these dates. ***This policy is non-negotiable.***

Academic Dishonesty

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

Student Conduct

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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

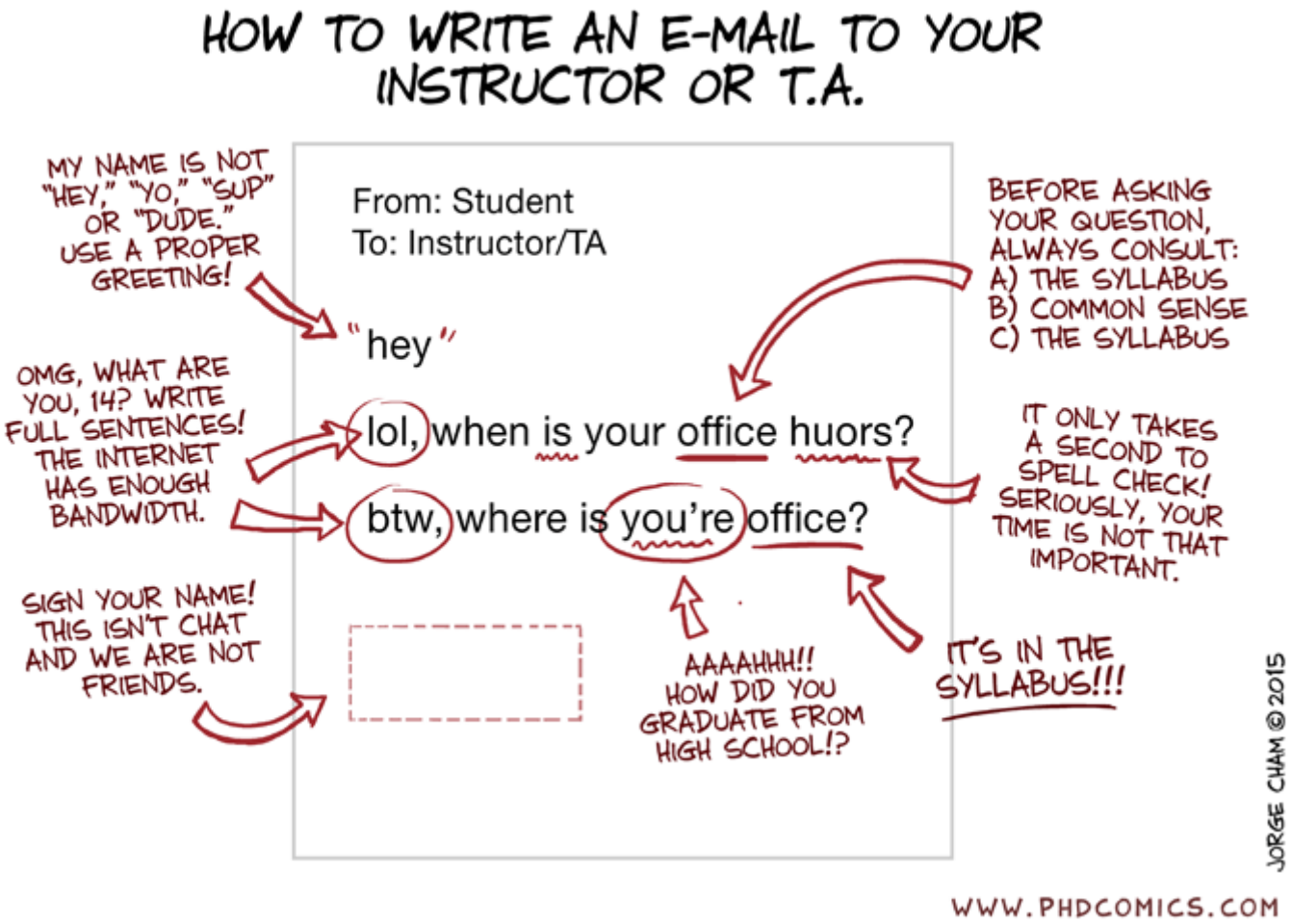
Course Accessibility Statement

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 2000 OW59" 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.



Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to ***wait at least 24 hours before contacting me about individual grades.*** Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. **DO NOT contact me to ask for extra credit, free points, or to round your grade up**. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

I prefer to be addressed as Dr. GT, Dr. Gonzalez-Tennant, Professor GT, or Professor Gonzalez-Tennant. Why? 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.comLinks 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

Week 1: Jan. 7 - 11
Topic: Course Introduction & What Is Anthropology
Readings: Chapter 1
Assignments: **Complete Syllabus & GEP Quizzes on WebCourses** (required for financial aid)
- GEP shows as separate course in WebCourses, contact the listed instructor for that course with questions

Week 2: Jan. 14 - 18
Topic: Why Is Evolution Important to Anthropologists?
Readings: Chapter 2

Week 3: Jan. 21 - 25
Topic: What Can Evolutionary Theory Tell Us About Human Variation?
Readings: Chapter 3
Assignment: **Online Discussion 1**

Week 4: Jan. 28 - Feb. 1
Topic: What Can the Study of Primates Tell Us About Human Beings?
Readings: Chapter 4

Exam I: Covers Chapters 1-4, available on WebCourses 12am on January 31 to 11:59pm February 1 (all times EST)

Week 5: Feb. 4 - 8
Topic: What Can the Fossil Record Tell Us About Human Origins?
Readings: Chapter 5
Assignment: **Online Discussion 2**

Week 6: Feb. 11 - 15
Topic: What Do We Know about the Human Past?
Readings: Chapter 6

Week 7: Feb. 18 - 22
Topic: Why Did Humans Settle Down, Build Cities, and Establish States?
Readings: Chapter 7
Assignment: **Online Discussion 3**

Week 8: Feb. 25 – Mar. 1
Topic: Why Is the Concept of Culture Important?
Readings: Chapter 8

Exam II: Covers Chapters 5-8, available on WebCourses from 12am February 28 to 11:59pm March 1

Week 9: Mar. 4 - 8
Topic: Why Is Understanding Human Language Important?
Readings: Chapter 9
Assignment: **Online Discussion 4**

Week 10: Mar. 11 - 15
Spring Break (No Classes)

Week 11: Mar. 18 - 22
Topic: How Do We Make Meaning
Readings: Chapter 10

Week 12: Mar. 25 - 29
Topic Why Do Anthropologists Study Economic & Political Relations?
Readings: Chapters 11 & 12
Assignment: Online Discussion 5

Week 13: April 1 - 5
Topic: Political Relations
Readings: Chapters 12 & 13

Exam III: Covers Chapters 9-12, available on WebCourses from 12am April 4 to 11:59pm April 5

Week 14: April 8 - 12
Topic: What Can Anthropology Tell Us About Social Inequality & Where Do Our Relatives Come From?
Read: Chapters 13 & 14

Week 15: April 15 - 19
Topic: What Can Anthropology Tell Us About Globalization?
Readings: Chapter 16
Assignment: Online Discussion 6

Week 16: April 22
Topic: How Is Anthropology Applied to the Field of Medicine?
Readings: Chapter 15

Exam IV: Covers Chapters 13-16, available on WebCourses between 12:00am April 29 to 11:59pm May 1 EST [48 hours]

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