

**Ant 2000-0002 Summer 2018:**

**General Anthropology**

**Room: CB2-0105 Day/Time: M, W 10-11:50pm Credits: 3 ID: 000321**

Professor: Dr. Michael Callaghan  
Office: Howard Phillips Hall, 409L  
Office Hours: T 12-2, TH 12-2  
Phone: 407-823-4964  
Email: [michael.callaghan@ucf.edu](mailto:michael.callaghan@ucf.edu)

**University Course Catalog Description**

An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology.

**Course Overview**

This course introduces you to the four sub-fields of anthropology, the discipline devoted to studying how culture shapes the ways that humans live and experience the world. In this class, you will become acquainted with foreign peoples whose lives are very different from ours, and will take a fresh look at some of our own society's beliefs and practices. You will learn about the methods and ideas that anthropologists and other social scientists have developed to understand cultural similarities and differences, and will find that practices that seem strange or irrational may have hidden meanings and motivations that make sense in the logic and circumstances of the people who practice them.

**Course Objectives**

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

- Understand how anthropologists study human behavior in the past and present
- Apply concepts of anthropology to understand contemporary global cultural issues and their own behavior
- Understand basic theories and methods related to the study of human behavior, cognition, or socio-cultural organization
- Identify the types of interactions and influences that arise between and among individual, social, cultural, political, or economic experiences

**Required Texts and Materials**

Posted readings available on syllabus page in webcourses: <http://webcourses.ucf.edu>

One pack of 3x5 inch notecards for attendance "quizzes"

### Basis for Final Grade

Final grades will be based on the following:

Assessment	Percent	Points
Attendance	10	50
Quizzes (5)	15	75
Responses (5)	25	125
Presentation	25	125
Paper	25	125
TOTAL	100	500

Final grades will be determined using the following scale:

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

### Course Requirements

#### Institutional Assessments:

Academic Activity Survey: DUE MONDAY, MAY 14 at 11:59pm. This is a simple survey available through the webcourse page. **YOU MUST TAKE THIS SURVEY BEFORE THE DUE DATE IN ORDER TO RECEIVE FINANCIAL AID.**

GEP Pre-Test and Post-Test: You will find access to GEP quizzes in your personal webcourses main menu. The GEP pre-test and post-tests are used by the university and our department to determine what you learned during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!

**PRE-TEST: DUE BY SUNDAY, MAY 20 at 11:59pm.**

**POST-TEST: DUE BY FRIDAY, JUNE 22 at 11:59pm.**

Readings: Readings are due on the day assigned. It is imperative that you do the readings before you come to class, so that you will be prepared to understand the lectures and participate in discussions.

Attendance (10% of grade): Because this is an intensive concentrated mixed-mode summer class is **CRITICAL** that you attend class. It is through classroom lecture and discussion that you will learn the majority of the material in this course. Attendance will be taken through in-class "quizzes". These are not "quizzes" in the traditional sense, but more like prompts to get you thinking about a concept or provide examples of something we've discussed in class that day. You will need to bring a 3x5 notecard to class each day take the quiz.

Weekly Reading Quizzes (15% of grade): There will be 5 weekly reading quizzes of 5 questions each due every Monday by 10am (except the first week when the quiz is due Wednesday).

Short Responses (25% of grade): There will be five short (1-2 page) papers assigned during the term. The assignments will ask you to respond or reflect upon an issue relevant to the course. These short responses are low stakes assignments designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Ethnographic Research Project (50% total): This assignment will ask groups to design an ethnographic project in which they study a cultural behavior using the major qualitative research methods employed by cultural anthropologists: observation, interviews, and participant observation. I would like groups to create a project that focuses on something of interest to them. This might be an event, a pattern of behavior, a ritual, rite of passage, discourses about a contested cultural issue, or a specific issue in the life experiences of a group of people. I would like groups to choose a topic that they can learn about, analyze, and come to understand in a *new* way by approaching it as an anthropologist would. Each member of the group will study a particular aspect of the topic.

The project will result in a short paper (3-4 pages from each member) and a group presentation (10 minutes). A large portion of the project will be descriptive (defining the problem, explaining why it is important and of interest, and explaining research methods), but the main goal is for you to move beyond description to develop a coherent analysis with a strong main argument (thesis) and interesting insights.

A more detailed grading rubric of the paper, critique, and presentation are provided within the written assignment for the larger project.

### **Course Policies and Resources**

Documented Excused Absences for Quizzes and Exams: There are no make-ups for quizzes or exams unless you have notified me PRIOR TO the schedule assessment AND you have a documented excuse for missing the regularly scheduled quiz or assignment.

#### Technology and Media:

Communications – you MUST check the course webpage and your Knights email regularly as this is the primary means of communication we will be using for the course.

Webcourses – I will be using our webcourse page to deliver important information throughout the semester including grades, Power-points, posted readings, and announcements. Make sure you can login and check webcourses frequently.

Laptops – feel free to use your laptops to take notes in class, but refrain from browsing, using social media, chatting, or checking personal emails during lecture and discussion.

Cell phones – all cell phones must be silenced and stored while class is in session.

Student Accessibility: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from me.

Religious Observances: Students are expected to notify me in advance if they intend to miss class to observe a holy day of their religious faith. 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.

Academic Conduct: 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 my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, visit MOD 608, or call 407-823-2197.

**\*\*\*TENTATIVE\*\*\* Class Schedule**

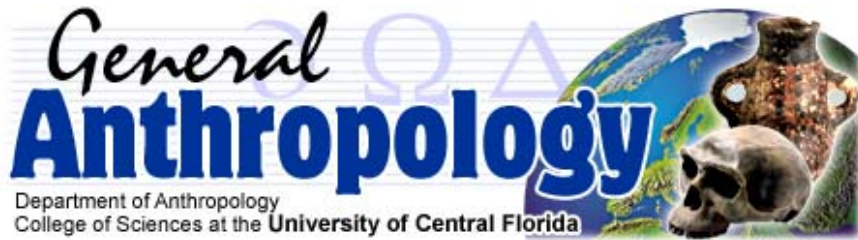
Week	Date	Subject	Reading	Assessment
1	5-14	Subdisciplines, Culture	Bailey and Peoples, 2014 ( <a href="#">ch 1</a> , <a href="#">2</a> )	<a href="#">Academic Activity Survey</a>
	5-16	Relativity, Fieldwork, Project, Evolution	<a href="#">Miner, 1956</a> ; <a href="#">Kratz, 2002</a> ; <a href="#">Coyne, 2010 (ch 1)</a>	<a href="#">Quiz 1 Response 1</a>
2	5-21	Evolution, <i>Revisionaries</i>	Coyne, 2010 ( <a href="#">ch 5</a> , <a href="#">7</a> , <a href="#">8</a> )	<a href="#">Prospectus Quiz 2</a>
	5-23	Archaeology, Maya	<a href="#">Schele and Freidel, 1992</a>	<a href="#">Response 2</a>

			; <a href="#">Schele and Miller,1987</a> ; <a href="#">Mckillop 2006</a>	
3	5-28	NO CLASS - MEMORIAL DAY		
	5-30	<i>Cracking the Maya Code</i> , Descriptive Linguistics	<a href="#">Bailey and Peoples, 2014 (ch 3)</a> ; <a href="#">Thomson, 1975</a>	<a href="#">Quiz 3</a> <a href="#">Response 3</a>
4	6-4	Socio-linguistics, Socialization	<a href="#">Tannen, 1990</a> ; <a href="#">Tannen, 1994</a> ; <a href="#">Henry, 1963</a>	<a href="#">Quiz 4</a>
	6-6	Gender, Sambia	<a href="#">Bailey and Peoples, 2014 (ch 9)</a> ; <a href="#">Herdt, 1983</a> ; <a href="#">Turner, 1964</a>	<a href="#">Response 4</a>
5	6-11	Kinship/Marriage, <i>Small Happiness</i>	<a href="#">Bailey and Peoples, 2014 (ch 8)</a> , <a href="#">Wolf 1972</a>	<a href="#">Quiz 5</a>
	6-13	Religion, Power	<a href="#">Bailey and Peoples, 2014 (ch 12)</a> ; <a href="#">Evans-Pritchard, 1937</a> ; <a href="#">Gmelch, 1992</a>	<a href="#">Response 5</a>
6	6-18	Power, Economy	<a href="#">Bailey and Peoples, 2014 (ch 7 , 11 )</a> ; <a href="#">Shearing and Stenning, 1987</a>	Prepare Presentations
	6-20	Presentations		<a href="#">Papers</a> <a href="#">Presentations</a>

# Course Syllabus

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 [Edit](#)



## ANT2000 General Anthropology

### SUMMER A 2018

#### READ THIS!

#### Instructor:

**Dr. Neil Duncan**

**Office: Howard Phillips Hall 309**

**Office Hours: Online Mondays 9-10:30am, or face to face by appointment only**

**Email: Webcourses mail client or [neil.duncan@ucf.edu](mailto:neil.duncan@ucf.edu)**

**Office Phone: 407-823-4961**

**Teaching Assistant: Ms. Tyler Marie Van Buren**

**Email: Webcourses mail client or [tylermarievanburen@Knights.ucf.edu](mailto:tylermarievanburen@Knights.ucf.edu)**

#### Description of the Course

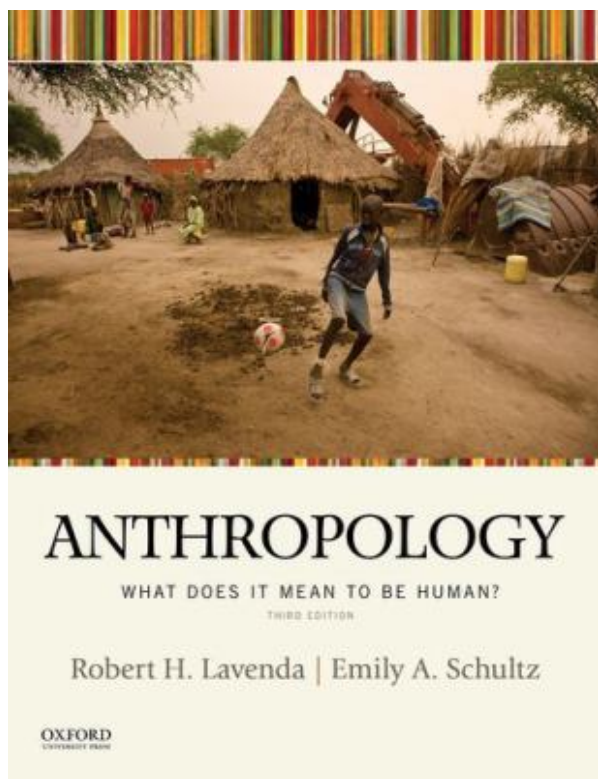
This course will introduce you to the varied approaches anthropologists use to examine and explain humankind in the present and in the past. Anthropology is a broad discipline that is concerned with both biological and cultural aspects of humanity. Anthropology can be both scientific and humanistic. It looks at human biology, the evolution and origin of our species, adaptation and variation, health and nutrition. Anthropology also examines our societies, our families, our values, beliefs and ideals and the ways we interact and communicate. Anthropology takes interest in the present and the past. Four major subfields of

anthropology will be covered: Cultural Anthropology, Archaeology, Biological Anthropology, and Anthropological Linguistics. When you leave this course, you will have a greater understanding and appreciation of human peoples and cultures around the globe. By bringing you into contact with different ways of life, you will understand and appreciate how arbitrary your own understanding of the world is. You will learn that you and all other humans live in culturally shaped worlds.

## Required Readings

Reading your textbook is a fundamental part of your education. To do well in this class, you will need to do the required readings before completing assignments. And reading will help you better understand my lectures and perform well on the tests and quizzes. By its nature, anthropology covers material that may be unfamiliar to you, and sometimes unexpected, so be sure to get the most out of your textbook.

## Course Text



*Anthropology: What Does It Mean to Be Human?* Third edition. By Robert H. Lavenda and Emily A. Schultz. Oxford University Press, 2014.

## Course Structure

This is a six-week summer course. Be prepared to move at a fast pace as we will **cover the same amount of material covered in a 15 week semester**. That also means your daily reading load will be heavier, so plan accordingly.

There are 15 modules to be completed *in sequence*. You must complete each module to proceed to the next module in the sequence. You will not be able to skip modules. There is no penalty for completing the course early. **However, there are due dates for the assignments and exams and these must be completed on or before their respective due dates, not after.** So, you can move as quickly as you like through the course, provided all assignments and exams are completed on or before their due dates.

## Course Requirements

Item	Total Points
Exams (3 @ 50 points each)	150
Essays/Response Papers (3 @ 25 points each)	75
Bi-Weekly Reading Quizzes (15 @ 5 points each)	75
Total Points	300

### Exams (3 @ 50 points each)

Three exams will cover the material from lectures and readings—in order to do well, you must both view the lectures and read the required materials. **The last exam is cumulative.**

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### Essays and Response Papers (3 @ 25 points each)

Three short essays or response papers will be due during the semester. You must carefully follow all requirements for the essays or response papers posted on the course web site to receive full credit. Failure to follow content and format guidelines can lead to a reduction in the grade of your papers. Each essay or response paper must range between 350 and 500 words and be free of spelling or grammar errors. You must use an accepted method for citation of sources. All assignments will be uploaded into Webcourses. This course will utilize the services of Turnitin.com. Please do your own work. See the section on Plagiarism below. Each assignment has a set due date and the assignment must be turned before that deadline to get full credit. **Late assignments will be subject to a point deduction of 5 points per day late!**

### Quizzes (15 @ 5 points each)



Each module will contain a short quiz that centers on the assigned reading and lecture. Missing any or all quizzes will negatively affect your final grade.

### Grading Scale

<b>Name:</b>	<b>Range:</b>
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%

### A Note on Due Dates -a reiteration

You must take the final exam and complete assignments before their due dates. **There will be no credit for missed assignments or exams except in cases of medical or family emergencies provided you supply written verification. Please note that a previously scheduled appointment or social function does not constitute an emergency. This is a full semester course, please do not fall behind.**

### A Note on Grading

If you dispute a grade on any part of your essays or tests, you have one week after the is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

### **Class Website**

The course syllabus and information on assignments are available on Canvas, also known as, Webcourses. Grades will be posted in Webcourses as well. You will be informed of important class information via e-mail

or announcement on Webcourses. Please check your e-mail and the Canvas Modules page regularly. If you fail to do so, there is a possibility that you will miss crucial material.

## Policy Statements

### 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 \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](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, 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) (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise 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) ([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) (<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 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.























**THIS SYLLABUS IS SUBJECT TO CHANGE**

**NOTE: For due dates, please consult the modules are in Webcourses.**

## Course Summary:

Date	Details
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Date	Details	
Fri May 18, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535611">Assignment 1</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535611"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535611)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535589">Quiz 1: Take this Quiz!</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535589"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535589)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535765">GEP Anthropology PreTest</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535765"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535765)</a>	due by 11:59pm
Fri May 25, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535613">Assignment 2</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535613"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535613)</a>	due by 11:59pm
Sun May 27, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535591">Exam 1</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535591"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535591)</a>	due by 11:59pm
Sun Jun 10, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535577">Exam 2</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535577"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535577)</a>	due by 11:59pm
Mon Jun 18, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535615">Assignment 3 - "How I learned to be a ....."</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535615"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535615)</a>	due by 11:59pm
Fri Jun 22, 2018	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535599">Exam 3</a> <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535599"> (https://webcourses.ucf.edu/courses/1283770/assignments/5535599)</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535593">Quiz 10 (https://webcourses.ucf.edu/courses/1283770/assignments/5535593)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535579">Quiz 11 (https://webcourses.ucf.edu/courses/1283770/assignments/5535579)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535597">Quiz 12 (https://webcourses.ucf.edu/courses/1283770/assignments/5535597)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535603">Quiz 13 (https://webcourses.ucf.edu/courses/1283770/assignments/5535603)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535595">Quiz 14 (https://webcourses.ucf.edu/courses/1283770/assignments/5535595)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535583">Quiz 15 (https://webcourses.ucf.edu/courses/1283770/assignments/5535583)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535575">Quiz 2 (https://webcourses.ucf.edu/courses/1283770/assignments/5535575)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535605">Quiz 3 (https://webcourses.ucf.edu/courses/1283770/assignments/5535605)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535585">Quiz 4 (https://webcourses.ucf.edu/courses/1283770/assignments/5535585)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535581">Quiz 5 (https://webcourses.ucf.edu/courses/1283770/assignments/5535581)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535609">Quiz 6 (https://webcourses.ucf.edu/courses/1283770/assignments/5535609)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535601">Quiz 7 (https://webcourses.ucf.edu/courses/1283770/assignments/5535601)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535587">Quiz 8 (https://webcourses.ucf.edu/courses/1283770/assignments/5535587)</a>	
	 <a href="https://webcourses.ucf.edu/courses/1283770/assignments/5535607">Quiz 9 (https://webcourses.ucf.edu/courses/1283770/assignments/5535607)</a>	



# Course Syllabus

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**Ant 2000-BM01 Summer B 2018:**

**General Anthropology**

***Room: NSC O101, Day/Time: T and TH 10-11:50pm Credits: 3 ID: 000321***

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall, 409P

Office Hours: T 12:30-1:30, TH 12:30-1:30 and by appointment

Phone: 407-823-6554

Email: [brigitte.kovacevich@ucf.edu](mailto:brigitte.kovacevich@ucf.edu) (<mailto:Brigitte.kovacevich@ucf.edu>)

## University Course Catalog Description

An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology.

## Course Overview

This course introduces you to the four sub-fields of anthropology, the discipline devoted to studying how culture shapes the ways that humans live and experience the world. In this class, you will become acquainted with foreign peoples whose lives are very different from ours, and will take a fresh look at some of our own society's beliefs and practices. You will learn about the methods and ideas that anthropologists and other social scientists have developed to understand cultural similarities and differences, and will find that practices that seem strange or irrational may have hidden meanings and motivations that make sense in the logic and circumstances of the people who practice them.

## Course Objectives

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

- Understand how anthropologists study human behavior in the past and present
- Apply concepts of anthropology to understand contemporary global cultural issues and their own behavior

- Understand basic theories and methods related to the study of human behavior, cognition, or socio-cultural organization
- Identify the types of interactions and influences that arise between and among individual, social, cultural, political, or economic experiences

### Required Texts and Materials

- Posted readings available on syllabus page in webcourses: <http://webcourses.ucf.edu> (<http://webcourses.ucf.edu/>)
- One pack of 3x5 inch notecards for attendance "quizzes"

### Basis for Final Grade

Final grades will be based on the following:

Assessment	Points
Attendance	50
Quizzes (5)	75
Discussions (5)	25
Midterm Exam	100
Final Exam	100
<b>TOTAL</b>	<b>350</b>

Final grades will be determined using the following scale:

A 94-100	A- 90-93	
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73



D+ 67-69	D 64-66	D- 60-63
F <60		

## Course Requirements

### Institutional Assessments:

- Academic Activity Survey: **DUE Friday June 29th at 11:59pm**. This is a simple survey available through the webcourse page. **YOU MUST TAKE THIS SURVEY BEFORE THE DUE DATE IN ORDER TO RECEIVE FINANCIAL AID.**
- GEP Pre-Test and Post-Test: You will find access to GEP quizzes in your personal webcourses main menu. The GEP pre-test and post-tests are used by the university and our department to determine what you learned during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!
  - **PRE-TEST: DUE BY SUNDAY, JULY 1 at 11:59pm.**
  - **POST-TEST: DUE BY FRIDAY, AUGUST 3 at 11:59pm.**

Readings: Readings are due on the day assigned. **It is imperative that you do the readings before you come to class**, so that you will be prepared to understand the lectures and participate in discussions.

Attendance: Because this is an intensive concentrated mixed-mode summer class is **CRITICAL** that you attend class. It is through classroom lecture and discussion that you will learn the majority of the material in this course. Attendance will be taken through in-class "quizzes". These are not "quizzes" in the traditional sense, but more like prompts to get you thinking about a concept or provide examples of something we've discussed in class that day. You will need to bring a 3x5 notecard to class each day take the quiz.

Weekly Reading Quizzes: There will be 5 weekly reading quizzes of 5 questions each **due every Monday by 11:59 PM** (*except the first week when the quiz is due Wednesday*).

Online Discussions: There will be five online discussions assigned during the term. The assignments will ask you to respond or reflect upon an issue relevant to the course. These discussions are low stakes assignments designed to help you keep up with, comprehend, and apply material from the class lectures and readings and will be worth 5 points each for an original post and then commenting on others posts. 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. This is a safe space for all genders, ethnicities, ages, sexual orientations, religions, disabilities, and socioeconomic statuses. Please be respectful of others perspectives, you may disagree, but I won't tolerate

offensive jokes, foul language, or ad hominem attacks. These discussion posts will be **due on Fridays at 11:59 PM**.

Exams: The course will include two exams, a mid-term (100 points) and final (100 points). These will consist of objective questions (e.g., multiple choice) and one short essay question (out of a choice of three) drawn from class lectures, films, and required readings. Exams will NOT be cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions, study guides will be provided. These exams will take place in class and you will be asked to bring a scan tron sheet and a number two pencil on exam days.

## Course Policies and Resources

Documented Excused Absences for Quizzes and Exams: There are no make-ups for quizzes or exams unless you have notified me **PRIOR TO** the schedule assessment **AND** you have a documented excuse for missing the regularly scheduled quiz or assignment.

### Technology and Media:

- Communications – you **MUST** check the course webpage and your Knights email regularly as this is the primary means of communication we will be using for the course.
- Webcourses – I will be using our webcourse page to deliver important information throughout the semester including grades, Power-points, posted readings, and announcements. Make sure you can login and check webcourses frequently.
- Laptops – feel free to use your laptops to take notes in class, but refrain from browsing, using social media, chatting, or checking personal emails during lecture and discussion.
- Cell phones – **all cell phones must be silenced and stored while class is in session.**

Student Accessibility: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from me.




















Religious Observances: Students are expected to notify me in advance if they intend to miss class to observe a holy day of their religious faith. 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.

**Academic Conduct:** 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 my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University












**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, visit MOD 608, or call 407-823-2197.

### \*\*\*TENTATIVE\*\*\* Class Schedule

Week	Date	Subject	Reading	Assessment
1	6/26	Subdisciplines, Culture	Bailey and Peoples, 2014 ( <a href="#">ch 1</a> , <a href="#">2</a> )	<a href="#">Academic Activity Survey</a>
	6/28	Relativity, Fieldwork, Project, Evolution	<a href="#">Miner, 1956</a> ; <a href="#">Kratz, 2002</a> ; Tutorial "Early Theories of Evolution" ( <a href="http://anthro.palomar.edu/evolve/default.htm">http://anthro.palomar.edu/evolve/default.htm</a> ) ( <a href="http://anthro.palomar.edu/evolve/default.htm">http://anthro.palomar.edu/evolve/default.htm</a> )	<a href="#">Quiz 1</a> <a href="#">Discussion 1-Female Genital Modification (FGM)</a>
2	7/3	Evolution, <i>Dawn of Humanity</i>	Tutorial, "Early Hominin Evolution" ( <a href="http://anthro.palomar.edu/hominid/default.htm">http://anthro.palomar.edu/hominid/default.htm</a> ) ( <a href="http://anthro.palomar.edu/hominid/default.htm">http://anthro.palomar.edu/hominid/default.htm</a> ) Tutorial, "Early Human Evolution" ( <a href="http://anthro.palomar.edu/homo/default.htm">http://anthro.palomar.edu/homo/default.htm</a> ) ( <a href="http://anthro.palomar.edu/homo/default.htm">http://anthro.palomar.edu/homo/default.htm</a> ) Tutorial, "Evolution of Modern Humans" ( <a href="http://anthro.palomar.edu/homo2/default.htm">http://anthro.palomar.edu/homo2/default.htm</a> )	<a href="#">Quiz 2</a>

			<a href="http://anthro.palomar.edu/homo2/default.htm">_(http://anthro.palomar.edu/homo2/default.htm)_</a>	
	7/5	Archaeology, Maya	<a href="#">Schele and Freidel, 1992</a>  ; <a href="#">Schele and Miller, 1987</a>  ; <a href="#">Mckillop 2006</a> 	<a href="#">Discussion 2-Evolution</a>
3	7/10	<i>Cracking the Maya Code</i> , Descriptive Linguistics	<a href="#">Bailey and Peoples, 2014 (ch 3)</a>  ; <a href="#">Thomson, 1975</a> 	<a href="#">Quiz 3</a> <a href="#">Discussion 3- Archaeology: Myths and Material Culture</a>
	7/12	MIDTERM EXAM		BRING SCANTRON
4	7/17	Socio-linguistics, Socialization	<a href="#">Tannen, 1990</a>  ; <a href="#">Tannen, 1994</a>  ; <a href="#">Henry, 1963</a> 	<a href="#">Quiz 4</a>
	7/19	Gender, Sambia	<a href="#">Bailey and Peoples, 2014 (ch 9)</a>  ; <a href="#">Herdt, 1983</a>  ; <a href="#">Turner, 1964</a> 	<a href="#">Discussion 4-Sapir-Whorf Hypothesis</a>
5	7/24	Kinship/Marriage, <i>Small Happiness</i>	<a href="#">Bailey and Peoples, 2014 (ch 8)</a>  ; <a href="#">Wolf 1972</a> 	<a href="#">Quiz 5</a>
	7/26	Religion, Power	<a href="#">Bailey and Peoples, 2014 (ch 12)</a>  ; <a href="#">Evans-Pritchard, 1937</a>  ; <a href="#">Gmelch, 1992</a> 	<a href="#">Discussion 5-Socialization</a>
6	7/31	Power, Economy	Bailey and Peoples, 2014 ( <a href="#">ch 7</a>  , <a href="#">11</a>  ); <a href="#">Shearing and Stenning, 1987</a> 	
	8/2	FINAL EXAM		BRING SCANTRON

# Course Summary:

Date	Details	
Wed Jun 27, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596391">Reading Quiz 1</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596391">https://webcourses.ucf.edu/courses/1283772/assignments/5596391</a>	due by 11:59am
Fri Jun 29, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596393">Academic Activity Survey</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596393">https://webcourses.ucf.edu/courses/1283772/assignments/5596393</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596717">Discussion 1-Female Genital Modification (FGM)</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596717">https://webcourses.ucf.edu/courses/1283772/assignments/5596717</a>	due by 11:59pm
Mon Jul 2, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596399">Reading Quiz 2</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596399">https://webcourses.ucf.edu/courses/1283772/assignments/5596399</a>	due by 11:59am
Fri Jul 6, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596737">Discussion 2-Evolution</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596737">https://webcourses.ucf.edu/courses/1283772/assignments/5596737</a>	due by 11:59pm
Mon Jul 9, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596401">Reading Quiz 3</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596401">https://webcourses.ucf.edu/courses/1283772/assignments/5596401</a>	due by 11:59am
Thu Jul 12, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5616111">Mid-Term Exam</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5616111">https://webcourses.ucf.edu/courses/1283772/assignments/5616111</a>	due by 10am
Fri Jul 13, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596755">Discussion 3-Archaeology: Myths and Material Culture</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596755">https://webcourses.ucf.edu/courses/1283772/assignments/5596755</a>	due by 11:59pm
Mon Jul 16, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596397">Reading Quiz 4</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596397">https://webcourses.ucf.edu/courses/1283772/assignments/5596397</a>	due by 11:59am
Fri Jul 20, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596833">Discussion 4-Sapir-Whorf Hypothesis</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596833">https://webcourses.ucf.edu/courses/1283772/assignments/5596833</a>	due by 11:59pm
Mon Jul 23, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596395">Reading Quiz 5</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596395">https://webcourses.ucf.edu/courses/1283772/assignments/5596395</a>	due by 11:59am
Fri Jul 27, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596903">Discussion 5-Socialization</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596903">https://webcourses.ucf.edu/courses/1283772/assignments/5596903</a>	due by 11:59pm
Thu Aug 2, 2018	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596907">Final Exam</a> <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596907">https://webcourses.ucf.edu/courses/1283772/assignments/5596907</a>	due by 10am
	 <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596403">Attendance</a> ( <a href="https://webcourses.ucf.edu/courses/1283772/assignments/5596403">https://webcourses.ucf.edu/courses/1283772/assignments/5596403</a> )	

Professor Nesselte Falu  
[Nesselte.falu@ucf.edu](mailto:Nesselte.falu@ucf.edu)

HPH 309

407-823-3991

Office hours: Contact via webcourses only  
to schedule a Telephone or Skype Call

TA Tiffany Lee

[tiffanymlee2015@knights.ucf.edu](mailto:tiffanymlee2015@knights.ucf.edu)

For well over a century, anthropology has sought to understand the social and cultural dynamics of humanity: how we are similar, how we are different and how we, as social beings, have imagined and engaged with the world. This course introduces students to the central concepts, theories, methods and empirical findings of cultural anthropology, including debates surrounding the meaning of “culture.” Using comparative material from around the globe, students are encouraged to question both scholarly and commonsense understandings of what is often dubbed “human nature.” The topics we will cover in this course are many: kinship, family and marriage practices; language and communication; gender, sexuality, ethnicity and race; ritual and religion; political and economic systems; and globalization, trafficking and human rights. Students will learn the practical skills in ethnographic documentation, data gathering, fieldwork and analysis that will be applicable to a range of professional and intellectual endeavors. We will discuss and question the existing debates toward norms, identities, family, love, relationships, sex, freedom, justice, and rights to express, perform, and even discipline the body or bodies. Students will also come away from the course with a deeper understanding of the world in which we now live—including the challenges and rewards of becoming a global citizen.

### Course Objectives

- to introduce students to the study of cultural anthropology
- to give students an awareness of cultural issues and diversity at US, international and global scales
- to enable students to grasp culture as practice, representation, and systems as imbricated with social life
- to encourage critical thinking on a range of dilemmas posed by the readings and films
- to develop students' proficiency in speaking critically and effectively about cultural anthropology
- to develop students' ability to write cogently and/or persuasively

### REQUIRED TEXTS

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Guest, Kenneth. 2015. *Essentials of Cultural Anthropology: A Toolkit for a Global Age*, W.W. Norton & Company. First edition.

Wool, Zoe. *After War: The Weight of the Life at Walter Reed*. This book is also available as E-Book as the UCF library.

All other readings will be available on webcourses

#### EVALUATION GUIDELINES

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6 Discussion Posts and Responses (4 points)	30 points
Quiz	5 points
Activities x 2 (5 points each)	10 points
Midterm	20 points
Book Review	15 points
Final Exam	20 points
<b>Total</b>	<b>100 points</b>

#### ASSIGNMENTS

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**Discussion Posts and Responses 30 points:** The discussion posts and responses will discuss the ethnographic readings and integrate some of the Guest concepts. It is expected that all students will participate in discussion posts and responses. Each first and individual post and response will be worth 5 points together. In other words, if you do not respond to someone else's post, you will not receive full credit of 5 points. No exceptions will be made.

All post must be done by the deadline. Late work will not be accepted.

**Quiz: 5 points:** There will be one quiz before the midterm with 5 questions each worth one point. No make-up or extra credit without medical or significant documentation for absence.

**Midterm Exam: 20 points:** Exam will online with 40 multiple choice and T/F questions at 0.5 points each question.

**Activities 5 points:** There are two activities with required short written assignments.

**Book Review 15 points:** Students will be required to write a book review.

**Final Exam: 20 points.** Exam will online with 40 multiple choice and T/F questions at 0.5 points each question.

#### **Missed Assignments/Make-Ups/Extra Credit**

This 6-week course will move very quickly. There are many due dates for assignments, so you have to stay on top of this as no late work will be accepted. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, 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 circumstances. No make-up assignments or make-up exams are extended.

#### LOGISTICS

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° **Submitting work for evaluation:** All of the work you do for this course is due on the day it is due. Late work may be accepted (only one assignment), but for much-reduced credit (one grade reduction for each 24-hour period that it is late), except with a physician-certified medical reason or a documented death in the family. Please plan carefully. This will be strictly enforced.

° **Learning differences and support services:** Any student with a disability requiring accommodations in this course is encouraged to contact me after class, via email, or set up a time for office hours immediately when classes begin. Additionally, students will need to contact Student Accessibility Services (Location: Ferrell Commons s185, 407-823-2371, email: [sas@ucf.edu](mailto:sas@ucf.edu))

° **Academic integrity:** The work you submit must be your own. Plagiarism or other practices that violate academic integrity will be followed with any disciplinary action mandated by University of Central Florida. It is the students' responsibility to be familiar with the rights and obligations associated with academic integrity. You are encouraged to read the full policy on academic integrity at the following website: <http://www.fctl.ucf.edu/teachingandlearningresources/classroommanagement/AcademicIntegrity/cheating.php> and to consult these resources for guidelines on producing academic work.

## **Week 1: 6/25 – 7/1**

### **what is anthropology**

Guest. Chapter 1: Anthropology in a Global Age

### **what is culture**

Guest. Chapter 2. Culture

### **ethnographic essays**

Jason De Leon, *The Land of Open Graves*

Lila Abu-Lughod, *Do Muslim Women Really Need Saving?*

### **what is fieldwork and ethnography**

Guest. Chapter 3. Fieldwork and Ethnography



***Due: Discussion Post and Response #1***

**Financial Aid Assignment: Ethnography of Facebook, Twitter, or Instagram. Due today by noon.**

Watch video: Cultural Anthropology

**Week 2: 7/2 – 9**

**what is language**

Guest. Chapter 4. Language

**Ethnographic Essay:**

Laura Ahearn, *Literacy, Power and Agency: Love Letters and Development in Nepal*

**what is race and racism**

Guest. Chapter 5: Race and Racism

Bonilla and Rosa, *#Ferguson: Digital Protest, Hashtag Ethnography and the Racial Politics of Social Media in the US*

***Due: Assignment #1: Visual Anthropology***

***Due: Discussion Post and Response #2***

**Quiz**

**Week 3: 7/9-15**

**ethnicity and nationalism**

Guest. Chapter 6. Ethnicity and Nationalism

**ethnographic essay:**

Audra Simpson, *Mohawk Interrupts*

**what is kinship, family, and marriage**

Guest. Chapter 9: Kingship, Family and Marriage

**ethnographic essays:**

Melvyn Goldstein, *When Brothers Share a Wife*

Dana-Ain Davis, *The Troubling Case of Nadya Suleman*

***Due: Discussion Post and Response #3***

**Midterm: Review Guest. Chapters 1, 2, 3, 4, 5, 6 and 9**

<b>Week 4: 7/16-22</b>
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**what is gender**

Guest. Chapter 7: Gender

**ethnographic essays:**

E. Blackwood, *Tombois in West Sumatra*

E. Martin, *The Egg and the Sperm*

**what is sexuality**

Guest. Chapter 8. Sexuality

**ethnographic essay:**

D. Gould, *Life During Wartime: Emotions and the Development of ACT UP*

**what is class and inequality**

Guest. Chapter 10. Class and Inequality

Watch online film: To be Announced

**Due: Assignment #2 *Exploring Gender and Sexuality***

**Due: Discussion Post and Response # 4**

**Week 5: 7/23-29**

**ethnography book read**

Wool, Z. *After War. The Weight of the Life at Walter Reed*

**Due: Discussion Post and Response #5**

**Due: Book Review**

**Week 6: 7/30 – 8/3**

**what is health and illness**

Guest. Chapter 14: Health and Illness

**what is religion**

Guest. Chapter 13: Religion

**ethnographic essay:**

George Gmelch, *Baseball Magic*

***Due: Discussion Post and Response #6***

**FINAL EXAM: Review Guest, Chapters 7, 8, 10, 13, and 14**

# Syllabus Summer 2018 ant 2511

ANTHROPOLOGY 2511 SUMMER 2018

HUMAN SPECIES AND EVOLUTION

INSTRUCTOR: Vance Geiger, PhD

Office: 309 Howard Phillips Hall

Office Hours: Monday, Wednesday 11 - 12 30

Phone: 823-2227

E mail:

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

Text: Human Evolution and Prehistory, Essentials of Physical Anthropology by Larson

Grading: 2 Exams, 100 points each = 200

10 Labs 10 points each = 100

Attendance = 100 minus 4 points every day missed

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

Week 1: 5/14

Introduction to the course

Introduction to Anthropology: Four Fields

Scientific Method

READING: Online material

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Week 2: 5/21

Introduction to Evolutionary Thought up to Darwin

Reading: Larsen chapter 2

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Week 3: 5/28

Evolution: Darwin to Mendel

Molecular Genetics

READING: Larsen chapter 3

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Week 4: 6/4

Population Genetics: Hardy-Weinberg, Definition of Evolution, Forces of Evolution

Reading Larsen chapter 4

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Week 5: 6/11

Adaptation; Modern Evolutionary Theory

Taxonomy

READING: Larsen chapter 5

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Week 6: 6/18

Time Scales; Dating Methods

Primate Evolution Overview: From Here to There

READING: Larsen chapter 8

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Exam 1

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Week 7: 6/25

Early Primate Evolution

Later Primate Evolution

Primate Models: Behavior, Communication

READING: Larsen chapters 7 and 9

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Week 8: 7/2

Paleoanthropology: Overview

Australopithicines Models, Behavior, Evolutionary Relationships

READING: Larsen chapter 10

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Week 9: 7/9

Homo Habilis

Homo erectus

Reading: Larsen chapter 10

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Week 10: 7/16

Archaic Homo sapiens

Homo Neanderthalis

READING: Larsen chapter 11

Exam 2

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Week 11: 7/23

Archaic Homo Sapiens:

Modern Homo sapiens

READING: Larsen chapter 11

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Week 12: 7/30

Human Adaptability and Diversity: Polymorphisms, Physiological Responses to Stress

Human Ecology

READING: Larsen chapter 12

Exam 2

**ANT 2511: Human Species**  
**Section AM01 – Summer 2018**

**Instructor: Edward Gonzalez-Tennant, PhD**

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

Office: Main Campus, Phillips Hall, 311C

Office Hours: TTh 1pm-2pm

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

**Texts**

*Essentials of Physical Anthropology*. 3rd Edition.

By Clark Spencer Larson, W. W. Norton.

**Course Description**

This course introduces students to physical anthropology, one of the four traditional subfields of anthropology. Physical anthropology utilizes many lines of evidence to holistically understand human evolution, our closest living biological relatives (e.g., primates), and the ancestors of these groups. The course is divided into two broad sections. The first explores physical anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural change.

This is a “mixed” mode course. This means that we will only meet twice per week for lectures. Other activities such as exams and videos will take place outside of regularly meeting times, and will be available online via WebCourses. See course schedule for more details.

**Course Objectives** Upon successful completion of this course, each student will:

- Provide an overview of the major areas of biological anthropology.
- Provide an overview of the history of evolutionary thought.
- Provide an overview of modern genetics and evolutionary forces.
- Provide an overview of the living primates.
- Provide an overview of human evolution.
- Provide an overview of modern human variation and adaptation

**Who should take this course?**

This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. If you are taking this class because you feel it is an easy GEP option you are mistaken and should drop this course. Physical anthropology is every bit a “hard” science as physics or chemistry. You should drop this class if you do not plan to attend regularly and pay attention during class hours.



## Grading

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Four Exams	160 possible points
Four Film Responses	40 possible points
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**[Total Points: 160]**

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**[Total Points: 10]**

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## **Semester Calendar**

### **Week 1: May 14 - 18**

Topics: Intro to Physical Anthropology, Evolution, Genetics

Readings: Chapters 1 - 3

Assignments: **Syllabus & GEP Quiz on WebCourses**

### **Week 2: May 21 - 25**

Topics: Genes & Their Evolution, Biology in the Present

Readings: Chapters 4 - 5

Assignments: **Exam 1, Covers Chapters 1 - 4 (May 23)**  
**Video 1 Response (Due May 25)**

### **Week 3: May 28 - June 1**

Topics: The Other Living Primates, Primate Sociality

Readings: Chapters 6 - 7

Assignments: **Exam 2, Covers Chapters 5 - 7 (June 1)**

**Week 4: June 4 - 8 (No Class on Tuesday June 5)**

Topics: Fossils, Primate Origins and Evolution

Readings: Chapters 8 - 9

Assignments: **Video 2 (Due June 8)**

**Week 5: June 11 - 15**

Topics: Hominin Origins, Early *Homo*

Readings: Chapters 10 - 11

Assignments: **Exam 3, Covers Chapters 8 - 10 (June 13)**  
**3D Hominin Lab (Due June 15)**

**Week 6: June 18 - 22**

Topics: Modern People, Last 10,000 Years

Readings: Chapters 12 - 13

Assignments: **Exam 4, Covers Chapters 11 - 13 (June 22)**  
**Video 3 Response (Due June 22)**

**Important UCF Dates for Summer 2018**

May 17, 2018 - Last Day to Drop and Request Full Refund

May 17, 2018 - Drop/Swap Deadline

May 18, 2018 - Add Deadline

June 7, 2018 - Withdrawal Deadline

**ANT 2511: Human Species**  
**Section BM01 – Summer 2018**  
**TTH 2:00pm - 3:50pm | CB2 106**

**Instructor: Edward Gonzalez-Tennant, PhD**

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

Office: Main Campus, Phillips Hall, 311C

Office Hours: TTh 1pm-2pm

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

### **Texts**

*Essentials of Physical Anthropology*. 3rd Edition.

By Clark Spencer Larson, W. W. Norton.

### **Course Description**

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Readings: Chapters 1 - 3

Assignments: **Syllabus & GEP Quiz on WebCourses**

### **Week 2: July 2 – 5 (No Class Thursday July 5)**

Topics: Genes & Their Evolution,

Readings: Chapter 4

Assignments: **Exam 1, Covers Chapters 1 - 4 (July 5)**

**Week 3: July 9 - 13**

Topics: Biology in the Present, The Other Living Primates, Primate Sociality

Readings: Chapters 5 - 7

Assignments: **Exam 2, Covers Chapters 5 - 7 (July 13)**  
**Video 1 Response (Due July 13)**

**Week 4: July 16 - 20**

Topics: Fossils, Primate Origins and Evolution

Readings: Chapters 8 - 9

Assignments: **Video 2 (Due July 20)**

**Week 5: July 23 - 27**

Topics: Hominin Origins, Early *Homo*

Readings: Chapters 10 - 11

Assignments: **Exam 3, Covers Chapters 8 - 10 (July 25)**  
**3D Hominin Lab (Due July 27)**

**Week 6: July 30 - August 3**

Topics: Modern People, Last 10,000 Years

Readings: Chapters 12 - 13

Assignments: **Exam 4, Covers Chapters 11 - 13 (August 3)**  
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**ANT 2511: Human Species**  
**Section BM02 – Summer 2018**  
**MW 10:00am – 11:50am | CB2 207**

**Instructor: Edward Gonzalez-Tennant, PhD**

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

Office: Main Campus, Phillips Hall, 311C

Office Hours: MW 12pm-1pm

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### **Emailing the Instructor**

When you email me, put “ANT 2511 AM01” in the subject line. Why? Your email has a better chance of getting my immediate attention if you include the course number and section. I actually recommend you contact me via WebCourses as this information is already included there. I will typically respond with one day, but allow up to two days (48 hours). On the weekends, I may not check my email until Monday morning.

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

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

Students are encouraged to *wait at least 24 hours before contacting me about individual grades.* Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns with me and avoid any angry emails you may later regret. I also will not provide correct answers as long as other students are still taking an online exam or completing an online assignment.

**DO NOT contact me to ask for extra credit, free points, or to round your grade up for no reason.** If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

### **Addressing Me**

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

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

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

## **UCF Cares**

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

## **Copyright**

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

## **Semester Calendar**

### **Week 1: June 25 - 29**

Topics: Intro to Physical Anthropology, Evolution, Genetics

Readings: Chapters 1 - 3

Assignments: **Syllabus & GEP Quiz on WebCourses**

### **Week 2: July 2 – 5 (No Class Thursday July 5)**

Topics: Genes & Their Evolution,

Readings: Chapter 4



Assignments: **Exam 1, Covers Chapters 1 - 4 (July 3)**

**Week 3: July 9 - 13**

Topics: Biology in the Present, The Other Living Primates, Primate Sociality

Readings: Chapters 5 - 7

Assignments: **Exam 2, Covers Chapters 5 - 7 (July 12)**

**Video 1 Response (Due July 13)**

**Week 4: July 16 - 20**

Topics: Fossils, Primate Origins and Evolution

Readings: Chapters 8 - 9

Assignments: **Video 2 (Due July 20)**

**Week 5: July 23 - 27**

Topics: Hominin Origins, Early *Homo*

Readings: Chapters 10 - 11

Assignments: **Exam 3, Covers Chapters 8 - 10 (July 24)**

**3D Hominin Lab (Due July 27)**

**Week 6: July 30 - August 3**

Topics: Modern People, Last 10,000 Years

Readings: Chapters 12 - 13

Assignments: **Exam 4, Covers Chapters 11 - 13 (August 3)**

**Video 3 Response (Due August 3)**

**Important UCF Dates for Summer 2018**

June 28, 2018 - Last Day to Drop and Request Full Refund

June 28, 2018 - Drop/Swap Deadline

June 29, 2018 - Add Deadline

July 19, 2018 - Withdrawal Deadline

# Syllabus




## ANT2511 - Human Species

Amanda Groff (<mailto:agroff@mail.ucf.edu?subject=ANT2511>)

### Syllabus

**ATTENTION:** The SUMMER web version of the Human Species requires that you be on top of deadlines! This is a 16 week class jammed into a 6 week summer schedule. Be prepared to work hard and dedicate time! If you have a problem completing the class at a fast pace, you need to withdraw from this course and take the fall/spring full semester version of the Human Species.

### Instructor Contact

<p><b>Instructor</b></p>	 <p>Dr. Amanda T. Groff</p>
<p><b>Office</b></p>	<p>PH 309</p>
<p><b>Office Hours (Virtual and F2F)</b></p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person            Tuesdays 10-11:30am; 1-3pm</p>

	<b>Please make an appointment first!!</b>
<b>Phone</b>	Dept Phone: 823-2227
<b>E-mail</b>	amanda.groff@ucf.edu
<b>GTA</b>	Angelica Costa
<b>GTA E-Mail</b>	angelica.costa@knights.ucf.edu

## Course Information

<b>Course Name</b>	ANT 2511 Human Species
<b>Credit Hours</b>	3 hrs
<b>Semester/Year</b>	Summer B 2018
<b>Location</b>	100% Online (no in person meetings)
<b>Prerequisites</b>	None

**For Course Protocols, click here: [Protocols](https://webcourses.ucf.edu/courses/1281167/pages/protocols)**  
**[\(https://webcourses.ucf.edu/courses/1281167/pages/protocols\)](https://webcourses.ucf.edu/courses/1281167/pages/protocols)**

## Course Description

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

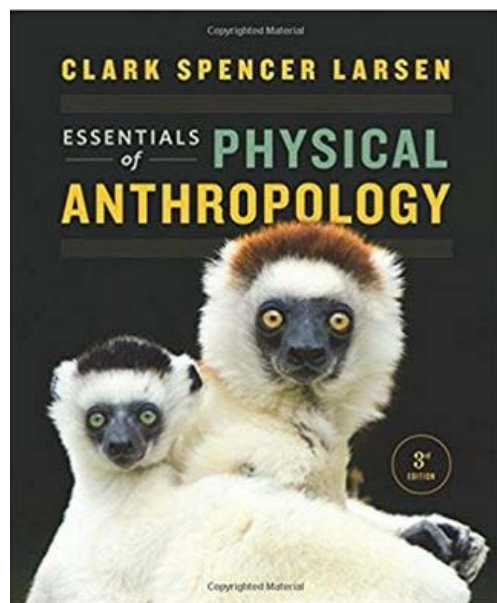
## Course Outcomes

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods and concepts of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

## Required Text:

(available at the bookstore & used copies may be available at Amazon.com):



**Title:** *Essentials of Physical Anthropology*, 3rd Edition By Clark Spencer Larsen

**Publisher:** Norton

**Year:** 2015 ISBN: 978-0-393938661

**NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT.**

**Please Note:** It is important that you have the 3rd edition of this text, as all quizzes and assignments are based on this new edition.

## Course Requirements

This course begins on June 25th, 2018 and ends on August 3rd, 2018. Your grade in this course will be based out of **470 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 100 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 #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module		10		June 29
1	1 & 2	10	25	July 6
2	3 & 4	10	15	July 6
Exam 1		100		July 7
3	5 & 6	10	10	July 20
4	7 & 8	10	10	July 20
Exam 2		100		July 21
5	9 & 10	10	30	August 3
6	11 & 12	10	10	August 3
Exam 3 (Final)		100		August 3***
TOTAL		370	100	

**\*\*\*The final exam closes on the same day as the final modules since this is the official last day of class.**

## GEP Pre/Post tests

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.

You will find in your personal dashboard access to the GEP webcourse. The GEP pretest will be open for you to take during the first week of class. The Post test will be available the last week of

**class. The scores you obtain from the GEP pretest and the GEP posttest are NOT included in your total points (the Getting Started quiz is included in your total score).** The GEP pre and post test are used by our department to determine what you learned in the class. They will NOT count against you. So please take them without your book! You will have as many opportunities as needed to achieve a perfect score when taking the Getting Started Practice quiz.

## Quiz Details

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	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	63-66%
D-	60-62%
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 a 90)

## **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, June 29 ; Drop class deadline: Thursday, June 28

Withdrawal deadline for this course: Thursday, July 19

Final course closing date: Friday, August 3

## **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 **June 29th**. 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 \(https://webcourses.ucf.edu/courses/1281167/discussion\\_topics\)](https://webcourses.ucf.edu/courses/1281167/discussion_topics) board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

## **Email Appropriateness**

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

## **Online Technology**

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



## **Academic 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. \(http://www.academicintegrity.org/icaai/assets/FVProject.pdf\)](http://www.academicintegrity.org/icaai/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, see [http://goldenrule.sdes.ucf.edu/zgrade \(http://goldenrule.sdes.ucf.edu/zgrade\)](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) (<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) ([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) (<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**

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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**

- 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.

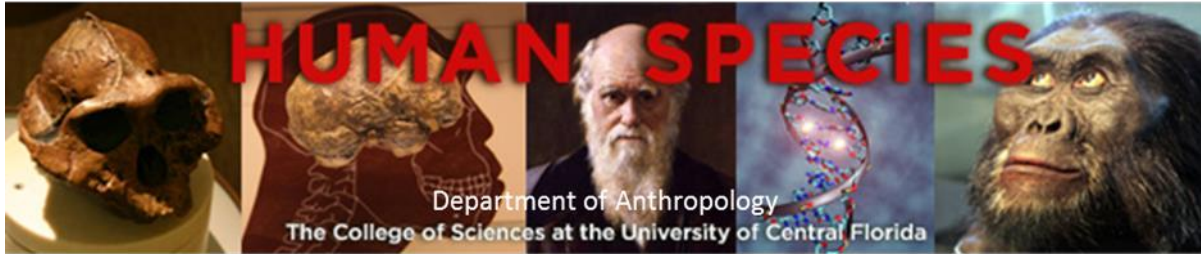
## **What You Can Expect From Me**

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.



### Course Information

**Course name:** Human Species (ANT 2511-AW60)

**Class Number:** 58071

**Course ID:** 000325

**Dates:** 8/21/2017 - 12/9/2017

**Course type:** World Wide Web (W)

**Class Notes:** Web-based course; WWW access, browser, e-mail required.

**Class Attributes:** GEP-Science Foundations, Interdisciplinary-Behavioral & Social Sciences

**Credit hours:** 3.0

**Semester/year:** Summer I 2018

**Location:** Online through Webcourses

**Day/Time:** See schedule below for due dates

### Professor Information

**Professor:** John M. Starbuck, Ph.D.

**Office:** Howard Phillips Hall, Room 309 (check in with office assistant that will direct you where to go)

**Lab:** OTC600, Room 269

**Office Hours:** Thursdays 12:00-1:00 p.m., online, or by e-mail (responses typically within 24-48 hours, see below)

**Phone:** 407-823-2124

**E-mail:** Webcourses e-mail (best way to contact me) or [john.starbuck@ucf.edu](mailto:john.starbuck@ucf.edu)

### Graduate Teaching Assistant (GTA) Information

**Course GTA:** Angelica Costa

**GTA office hours:** E-mail or by appointment

**GTA e-mail:** Webcourses e-mail or [angelica.costa@knights.ucf.edu](mailto:angelica.costa@knights.ucf.edu)

### University Course Catalog Description

Human biological variation in an evolutionary perspective.

### Description

Biological anthropology (also called “physical anthropology”) is the study of humans as biological creatures. It is the study of where we came from, our evolution, and how our biology interacts with our environment and culture today.

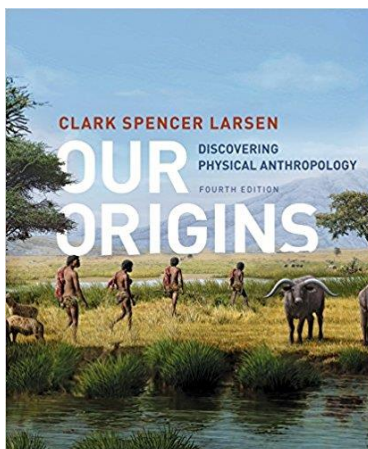
### Course Overview

This course will introduce students to biological anthropology concepts such as evolutionary theory, genetics, modern human variation and adaptation, non-human primates, hominin origins and purported human ancestors, and the origin of modern humans.

### Course Objectives

Upon completion of this course students will be able to identify and explain important topics and concepts related to biological anthropology such as evolutionary principals including DNA, adaptation, and variation; our temporal, genetic, morphological, and behavioral connections to non-human primates; and the paleoanthropological evidence for human evolution and dispersal.

**Required Textbook:** Our Origins: Discovering Physical Anthropology (4rd edition) by Clark Spencer Larsen, Publisher Norton, Year 2017, ISBN: 978-0393614008. Please note that earlier editions of this book are outmoded and contain out-of-date information, therefore the 4<sup>th</sup> edition of this text is required for this course.



The access code that comes with new books is not needed. You are welcome to purchase the course text brand new or used. It may be less expensive online. If you order the book online and the course is about to start, you should probably pay extra to have it shipped quickly or your grade will be hurt by your inability to read its content in time for assignments. It is also possible to rent the course text at a fraction of the price from different vendors (e.g., textbooksolutions.com, amazon.com). Students in some of my classes have used a Facebook page called “UCF Textbook Exchange” to find books for other courses, so you may want to check out that possibility. Lastly, if you encounter financial aid issues that delay disbursement and your ability to acquire the course text, please look into the “Funds for Books” options listed here: [http://finaid.ucf.edu/receiving/funds\\_for\\_books.html](http://finaid.ucf.edu/receiving/funds_for_books.html).

### **Learning Management System**

We are using an online learning management system called Webcourses (<https://webcourses.ucf.edu/>) for this course. If you are new to Webcourses, please review the following link: <http://online.ucf.edu/support/webcourses/other/student-tour/>. I will use Webcourses to e-mail you and post class announcements. You will use Webcourses to access the syllabus, modules with learning content, quizzes, and tests. Please add your pictures to Webcourses to help me learn faces and names. Also, please adjust the e-mail preferences so that you do not miss anything I send out via announcements, e-mail, or comments made in Webcourses. Please note that it is your responsibility to ensure you complete quizzes and exams on a reliable device with a reliable internet connection.

You are expected to have daily access to the internet and email. All students at UCF are required to obtain a [Knight's Email account](#) and check it regularly for official university communications. I recommend you check Webcourses daily.

If you encounter issues viewing material on Webcourses you should try restarting your device and/or using a different browser. You may also need to check your internet connection. If you require technical assistance with Webcourses, please use the following link: <https://online.ucf.edu/support/>.

### **World Wide Web (W)**

“World Wide Web” or “W” means that **this course is completely online**. There is no face-to-face component. You are not required to set foot on campus for this course. You will complete assigned reading and work through Webcourse modules based on the schedule below. You can work ahead, but do not fall behind. If you fall behind, you may be removed from the course.

### **Organization**

You will login to Webcourses at <https://webcourses.ucf.edu/> using your UCF credentials. The first thing you should do is read through this syllabus and consistently refer to the schedule for assignments and due dates. To earn your grade in this course you will complete online modules. Module may contain lectures, additional reading, video components or documentaries, a discussion, quizzes, and exams. You have a range of dates to complete assignments (please consult schedule below). You are expected to have access to a reliable internet connection and computer. Appropriate software should be installed on your computer so you can open Microsoft Word documents, PDF documents, PowerPoint files, and links to documentaries.

### **Study Requirements**

You should complete all course content. Take notes on everything covered in the course. The average student should spend approximately 6-9 hours per chapter studying for this course. I will not provide study guides for this course.

### **Grading**

Coursework will be weighted as follows:

1. Syllabus quiz (1%, but required to establish participation in course)
2. Quizzes 2.9% each (10 total; 29%)
3. Tests 23.33% each (3 total; 70%)

### **Grading Scale**

The following grading scale will be used in this course:

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

### **Quizzes**

A total of 10 quizzes will be given throughout the semester. Each quiz is worth 2.9% of your final grade. Quizzes will consist of 10 true/false and multiple-choice questions. You will have 15 minutes to complete each quiz. Quiz questions will help prepare you for test questions. You can take each quiz up to two times and Webcourses will record your highest grade. However, if one or both of your attempts are beyond the due date, you will receive a later penalty on that assignment before the end of the semester. Also, the quizzes are likely to contain different questions on each attempt. Please note that it is your responsibility to ensure you complete quizzes on a reliable device with a reliable internet connection.

### **Exams**

You will take 3 non-cumulative exams during the semester. Each exam is worth 23.33% of your final grade. Exams will consist of 50 multiple choice and true/false questions. You will have 90 minutes to complete each exam. Please note that it is your responsibility to ensure you complete exams on a reliable device with a reliable internet connection.

### Late Policy

Please note that late assignments will be docked 10% per day late for the first 3 days. After 3 days you get a zero for the assignment. Also, Exam 3 must be taken on time to ensure that I can submit grades on time. Thus, if you do not take exam 3 on the correct day and time, you will receive an automatic zero on exam 3.

### Video Links

Occasionally video links from the PowerPoint or online modules will fail to work. If you find a link to a video that fails for some reason, immediately e-mail me and let me know. I will either remove the link or replace it with an active link, possibly to a different video. The first three students who inform me that a video link no longer works will receive an extra 2 points on the most recent quiz, even if the additional points increase your score beyond a perfect 10.

### Final Grades

I do not offer extra credit assignments. You should make a strong effort to do well in this class from the beginning.

### Study Tips

You should take notes on reading assignments, lectures, labs, and documentary videos. Your notes should be organized and clear. Make sure you know the vocabulary and jargon introduced. Since all quizzes and exams are open book and notes, feel free to use the PowerPoint lectures posted to Webcourses. Some students prefer to keep the files open when taking a quiz or exam, while others prefer to print materials out. If you choose to print the PowerPoint files, you may want to select the print option that allows you to have multiple slides printed on each page. For each quiz, I recommend you spend 1-2 hours studying your notes before taking the quiz. For each exam, I recommend you spend time during each of the 3 days before the exam studying your notes. My personal preference as an undergraduate was to study for 1 hour 3 days out, 2 hours 2 days out, 3 hours the day before an exam, and then as needed on the day of the exam. This formula worked very well for me as an undergraduate, but feel free use whatever study habits work for you in terms of getting the grade you desire.

### Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their financial aid. Webcourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **After reviewing this syllabus, students must complete the “Syllabus Quiz” on Canvas by 5pm EST on Friday of the first week of classes.** Please note that this quiz is ungraded and will not show up in the gradebook, but it does count as 1% of your final grade. This quiz can be accessed through module 0 or using the quiz link in Webcourses and scrolling to the “Practice Quizzes” section.

### Do Not Expect Make-Ups

No make-up quizzes or exams will be offered in this course. However, if you encounter some type of life-event that keeps you from completing quizzes and exams on time such as a death in your immediate family, an emergency, injury, or illness, then you will need to contact me as soon as possible and provide valid documentation. Valid documentation may include a doctor’s note or military deployment orders. Valid documentation must include contact information so I can verify that the documentation is legitimate (I always call and chant with them). Documentation from your parent, friend, or employer will not be considered valid. Broken computers or issues with technology will not be considered valid excuses. If I



consider your excuse valid and I am able to verify that your documentation is legitimate, I may be willing to offer you an alternative (and likely far more difficult) assignment.

### **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 me to discuss your circumstances.

### **Course Accessibility Statement**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact 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, but it is always best if we can talk at least one week prior to the need for any modifications.

### **Unauthorized Use of Class Materials or Class Notes**

Course materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

### **Statement of Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. This means that acts of plagiarism and cheating are not allowed. Such acts of dishonesty violate the fundamental ethical principles of the UCF community and compromise the worth of work completed by others. The penalties for academic dishonesty will consist of a failing grade for the course and referral for disciplinary action, which may result in expulsion from the university altogether.

### **Ethics Statement**

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

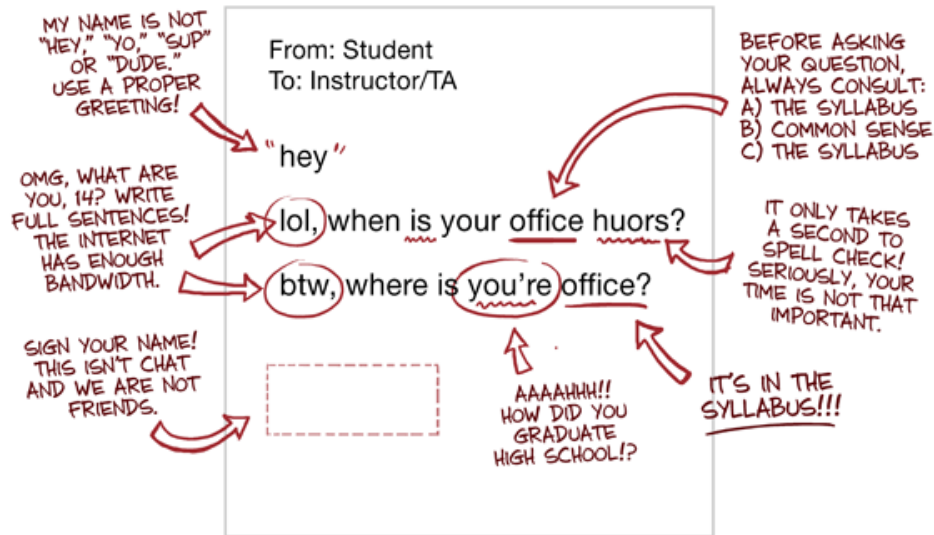
### **How to Contact a Professor or Teaching Assistant by E-mail**

When you contact a professor or teaching assistant by e-mail you should adhere to the following guidelines:

1. Before e-mailing, have you checked the syllabus for an answer to your question? If you have checked the syllabus and cannot find your answer, then move on to step 2.
2. Only e-mail your professor or GTA from your university e-mail address or through Webcourses. This decreases the likelihood that your e-mail will be filtered to a junk folder.
3. Write your course number, day, and time in the subject line or as your signature (e.g., ANG 5486 3:00-5:50). This keeps me from having to figure out which of my classes you are in.
4. Choose an appropriate greeting (e.g. Hi Dr. Starbuck or Hello Professor Starbuck, etc.).
5. Be polite.

6. Proofread what you write in the e-mail. Is it concise? Will I understand your question? Did you spell correctly and use appropriate punctuation?
7. Expect a response in 24-48 hours Mon-Fri. If you e-mail on a weekend, then do not expect a response until early the following week.

## HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



WWW.PHDCOMICS.COM

JORGE CHAM © 2015

### GEP Pre and Post-Tests

You will find access to GEP quizzes in your personal Webcourses main menu. The GEP pre- and post-tests are used by the university and Anthropology department to determine the knowledge you acquired during the semester. These quizzes will not count against your final grade in the class and should be completed without your book, as this will help us more accurately gauge student learning. The GEP pre-test will be open for you to take during the first 2 weeks of the semester. The post-test will be available during the last 2 weeks of the semester. Again, the scores you earn on the GEP pre-test and post-test are not included in your total points for the semester. I have no control over when the tests open and close, so please do not ask for deadline extensions.

### Important Dates

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

### Schedule (Abbreviations: M = Online Module, D = Online discussion; Q = quiz)

Week/Dates	Assigned Reading and Exams	Weekly Assignments	Module includes
Week 1	Introduction and Chapter 1 - What is Physical Anthropology?	Complete "Syllabus Quiz" by 5pm EST on Friday of first week to verify academic engagement. Complete online module 0 (M0) and M1 by 11:59 p.m. on 5/16	Syllabus quiz (ungraded), Q1
Week 1	Chapter 2 - Evolution: Constructing a Fundamental Scientific Theory	Complete M2 by 11:59 p.m. on 5/18	Q2

Week 2	Chapter 3 – Genetics: Reproducing Life and Producing Variance	Complete M3 by 11:59 p.m. on 5/21	Q3
Week 2	Chapter 4 – Genes and Their Evolution: Population Genetics.	<i>Study for Exam 1</i>	
<b>Week 2</b>	<b>Exam 1 (covers chapters 1-4)</b>	<b>Complete M4 by 11:59 p.m. on 5/25</b>	<b>Exam 1</b>
Week 3	Chapter 5 – Biology in the Present: Living People	Complete M5 by 11:59 p.m. on 5/28	Q4
Week 3	Chapter 6 – Biology in the Present: The Other Living Primates	Complete M6 by 11:59 p.m. on 5/30	Q5
Week 3	Chapter 7 – Primate Sociality, Social Behavior, and Culture	Complete M7 by 11:59 p.m. on 6/1	Q6
Week 4	Chapter 8 – Fossils and Their Place in Time and Nature	<i>Study for Exam 2</i>	
<b>Week 4</b>	<b>Exam 2 (covers chapters 5-8)</b>	<b>Complete M8 by 11:59 p.m. on 6/8</b>	<b>Exam 2</b>
Week 5	Chapter 9 – Primate Origins and Evolution: The First 50 Million Years	Complete M9 by 11:59 p.m. on 6/11	Q7
Week 5	Chapter 10 – Early Hominin Origins and Evolution: The Roots of Humanity	Complete M10 by 11:59 p.m. on 6/13	Q8
Week 5	Chapter 11 – The Origins and Evolution of Early <i>Homo</i>	Complete M11 by 11:59 p.m. on 6/15	Q9
Week 6	Chapter 12 – The Origins, Evolution, and Dispersal of Modern People	Complete Q10 by 11:59 p.m. on 6/18 <i>Study for Exam 3</i>	Q10
<b>Week 6</b>	<b>Exam 3 (covers chapters 9-12)</b>	Complete Exam 3 by 11:59 p.m. on 6/22 <i>*Failure to complete Exam 3 by 6/22 will result in automatic zero – no late exam 3's! I have to turn in grades immediately after 6/22.</i>	

\*The professor reserves the right to change this syllabus/schedule at any time (although this is unlikely). Students are responsible for reviewing the syllabus/schedule for updates.