



## ANG5094: Writing in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

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Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2020</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>6:00pm – 8:50pm Dec 9<sup>th</sup> 7:00–9:50pm</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>CB2 204</i>
Office Hours:	<i>Dr. Branting W 2:00-4:00 or by appointment</i>	TA:	
		TA email:	

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#### University Course Catalog Description

Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting.

#### Course Overview

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

#### Course Objectives

In this course, students will gain skills in:

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

I ask that you put energy into your own work, but also be an excellent editor for your classmates. This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

#### Course Prerequisites

None

## Required Text and Articles

There is one required book:

- Belcher, W. (2019): Writing Your Journal Article in Twelve Weeks (2<sup>nd</sup> Edition). Chicago: University of Chicago Press.

Any other readings for this course will be available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF).

## Basis for Final Grade

Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 15%), editing and critique of your colleague's intermediary products (2 x 10%), editing and critiquing a colleague's final product during week 14 (14%), your final CV (10%), and a syllabus quiz (1%). Failure to hand it in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the workshopping or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>	<b>Max. Points</b>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Student – Draft CV	By Friday at 5pm on Week 4	0%	0
Student – CV	Week 6 at start of the class period	10%	10
Workshopping – product 1	By Friday at 5pm on Week 7 or 8 (depending your group)	15%	15
Workshopping – product 2	By Friday at 5pm on Week 9 or 10 (depending your group)	15%	15
Workshopping – editing	In two assigned classes on Weeks 7 or 8 and 9 or 10.	20% (2 x 10%)	20
Final Product	November 18 <sup>th</sup> , 2020 at start of the class period (6:00pm)	25%	25
Peer-Review Session	Week 15 or Finals Week	14%	14

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

<b>Letter Grade</b>	<b>Points</b>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **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 <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Course Accessibility**

Both I and the University of Central Florida are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Potential Changes to Course Modality**

This course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus this could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

**University Writing Center:** The University Writing Center (<https://guides.ucf.edu/writingcenter>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put

away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

### **Campus Safety**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

### **Accommodations for Active Duty Military Students**

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

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>), will be provided with an alternative time for their presentations.

**Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

**Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

**Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Material other than Belcher will be provided on UCF Webcourses.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 26	Introduction to Class  Classroom – Introduction, Paper Discussions  <b>ASSIGNMENT: Syllabus Quiz due Fri. Aug. 28<sup>th</sup>, 3pm</b>	<b>Straub (1999) “Responding – Really Responding – to Other Students’ Writing”</b>  <b>Belcher (2019) 202-208</b>
2	W	Sept. 2	Grants  Progress Roundtable  Branting Grants – Workshopped 1	<b>Branting Grants</b>
3	W	Sept. 9	Progress Roundtable  Branting Grants – Workshopped 2	<b>Branting Grants</b>
4	W	Sept. 16	Curriculum Vitae  Progress Roundtable  Branting CV – Workshopped  <b>ASSIGNMENT: Draft CV Due Friday Sept 18 by 5pm</b>	<b>Branting CVs</b>
5	W	Sept. 23	Progress Roundtable  Workshop – Students Curriculum Vitae	
6	W	Sept. 30	Argument Development  Progress Roundtable  <b>ASSIGNMENT: Final CV Due Wednesday Sept 30 by 5pm</b>	<b>Belcher (2019) Chapter 2-3</b>



7	W	Oct. 7	Literature Review / Background / Works Cited Progress Roundtable <b>ASSIGNMENT: Group 1 Product 1 Due Friday Oct 9 by 5pm</b>	<b>Belcher (2019) Chapter 5</b>
8	W	Oct. 14	Significance and Structure Progress Roundtable Workshop – Student Work (Group 1, Product 1) <b>ASSIGNMENT: Group 2 Product 1 Due Friday Oct 16 by 5pm</b>	<b>Belcher (2019) Chapter 6 and 9</b>
9	W	Oct. 21	Analyzing and Presenting Evidence Progress Roundtable Workshop – Student Work (Group 2, Product 1) <b>ASSIGNMENT: Group 1 Product 2 Due Friday Oct 23 by 5pm</b>	<b>Belcher (2019) Chapter 7-8</b>
10	W	Oct. 28	Opening and Concluding Progress Roundtable Workshop – Student Work (Group 1, Product 2) <b>ASSIGNMENT: Group 2 Product 2 Due Friday Oct 30 by 5pm</b>	<b>Belcher (2019) Chapter 10</b>
11	W	Nov. 4	Revising and Editing Progress Roundtable Workshop – Student Work (Group 2)	<b>Belcher (2019) Chapter 11 and X</b>
12	W	Nov. 11	Progress Roundtable Writing Session and open review	

13	W	Nov. 18	<b>FINAL ASSIGNMENT DUE AT START OF CLASS</b> <b>Wednesday Nov. 18</b>  Writing Session and open review	
14	W	Nov. 25	<b>THANKSGIVING HOLIDAY</b>  No Class	
15	W	Dec. 2	Peer-Review Session Group 1	
Finals	W	Dec. 9	<b>*Note Different Time: 7:00pm – 9:50pm</b>  Peer-Review Session Group 2	

### Bibliography

Straub, Richard

1999 "Responding – Really Responding – to Other Students' Writing" In *The Subject is Writing* (2<sup>nd</sup> Edition). Wendy Bishop, ed. Pp. 136-146. Portsmouth: Boynton/Cook Publishers.

Belcher, W.L.

2019 *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2<sup>nd</sup> Edition). Chicago: University of Chicago Press.

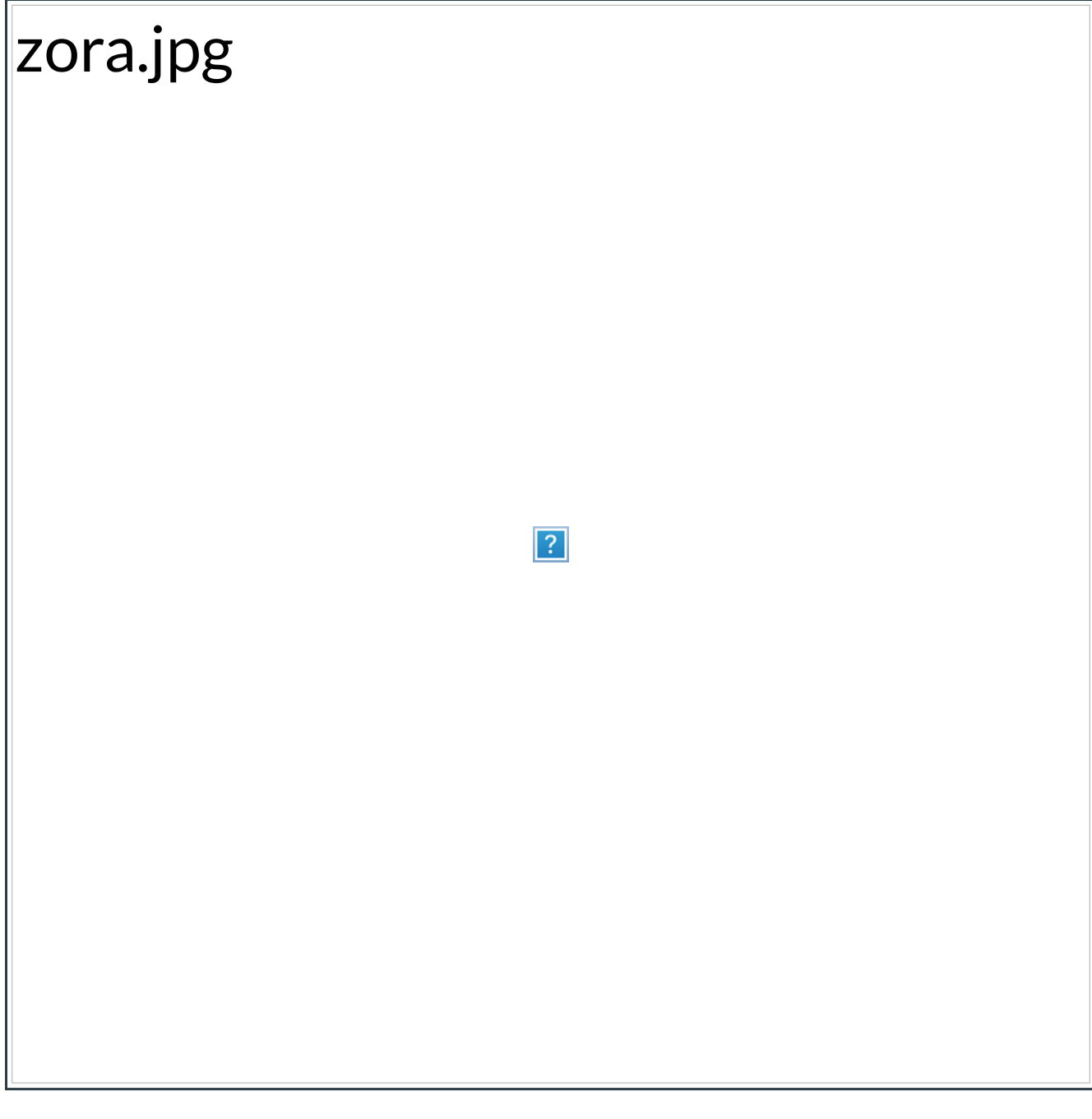
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# Course Syllabus: ANG 5462 Medical Anthropology



## Professor Contact

<b>Instructor</b>	Dr. Nesselte Falu
<b>Office</b>	Remote via Zoom only
<b>Office Hours</b>	M 3-4pm via Zoom only and by appointment
<b>Phone</b>	407-823-3991
<b>E-mail</b>	nessette.falu@ucf.edu

## Course Information

<b>Course Name</b>	Medical Anthropology (Split level)
<b>Course ID &amp; Section</b>	ANG 5462
<b>Credit Hours</b>	3
<b>Meeting Times</b>	1:30-2:45pm via Zoom only
<b>Semester/Year</b>	Fall 2020
<b>Location</b>	Online

Teaching Assistant: Ms. Suzanne Draper

You may contact her via Inbox in Webcourses only. Also, you should contact me primarily via Inbox Webcourses.

Prerequisite: none  
**Special Notice:** The course would have ordinarily been a face-to-face course but changed to mix-mode Zoom (remote) class time for COVID 19 safety precautions as per the university. The course will aim to give you the optimal experience under these circumstances. If you are feeling ill or diagnosed with COVID-19, please send me a message about your status and circumstances.

## Course Description

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This split-level course introduces students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health. The main objective of this course is to trace how varying ideas of health and healthcare have been interpreted by anthropologists and other scholars across different contexts and complex issues. As a social science, you will engage in readings, discussions, and assignments that examine and explore culture and society. This course will explore films, cultural production, social media, politics, global and local contexts, and much more.

## Course Objectives

- Introduce graduate students to the study of medical anthropology and related topics across a variety of disciplines
- Give graduate students an awareness of issues of health and medicine within cultures and diversity at US, international and global scales
- Encourage critical thinking on a range of dilemmas posed by the readings and films
- Develop students' proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their thinking about their future lives and work, including considering many forms of action and intervention
- Learn advanced theories and methods for the application of medical anthropology.

## Required Texts

- Skloot, Rebecca. 2010. *The Immortal Life of Henrietta Lacks*. Crown Publishing Group. ISBN 9781400052189
- Plemons, Eric. 2017. *The Look of a Woman: Facial Feminization Surgery and the Aims of Trans-Medicine*. Duke University Press. ISBN97802822369141
- Davis, Dana-Ain. 2019. *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. ISBN-9781479853571
  - NOTE: This textbook is an e-book via UCF Library!
- Hannig, Anita. 2017. *Beyond Surgery: Injury, Healing, and Religion at an Ethiopian Hospital*. ISBN: 9780226457291

## Supplemental Texts

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

## Course Requirements

**Weekly Reflection Papers: (12)** 30 points each. Students will write a critical reflection paper about the readings for the week. Questions, provocations, and some guidelines will be given for direction. You are also expected to discuss the readings in depth, with clarity, and in an engaged manner demonstrating understanding of the theories, concepts, methods, and goals of the authors. 2 pages, double spaced.

**Weekly Discusants:** 40 Graduate students will lead class discussion once during the semester. The discussant role will be to situate the main points, argument, and ethnographic direction of the readings. Students are required to be prepared and organized with their presentations of the work.

**Final Paper:** 600 points. Graduate students will develop a research paper that clearly and critically articulates a medical/health/illness dilemma through an intersectional approach. Paper length: 12-15 pages, including references. You may use Chicago Style or MLA citations.

Film(s) will be screened via Zoom and offered for online content.

## Missed Assignments/Make-Ups/Extra Credit

Every week, you will have to complete a assignment. There are due dates for assignments and papers so you have to stay on top of the work. Communication is key. Send me a message via Canvas if you have any challenges to completing any of the work this remainder of semester. I will not accept late assignment after 5 days of deadline without medical or other documentation. For each day late, you will lose 10 points. There is no extra credit granted unless there is a opportunity for the entire class at my discretion.

## Evaluation and Grading

You are expected to produce college-level writing. If you have trouble writing, please contact me or contact via email the university writing center. There may be virtual resources for you from UCF. I am also happy to read and comment on preliminary drafts of your final papers, as long as you have them to me at least ten days before the paper deadline.

Discussion Posts (12)	360 points
Discussant role	40 points
Final Paper	600 points

TOTAL: 1000 points

Your grade will be based on the following scale:

Percentage	Grade
94-100	A
89-93	A-
85-88	B+
82-84	B
79-81	B-
73-78	C+
68-72	C
64-67	C-
60-63	D
59 and below	F

## ZOOM USE

### Statement

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

## Course Etiquette:

I am expecting students to attend Zoom sessions each week. Your presence and contribution count as participation. Attendance will be taken. If you have more than 3 absences (and certainly if excessively absent), you may be subject to 10% reduction of your final grade for the course. Communication is key about your internet access and virtual needs to be successful in the course. You are also required to wear clothes during the Zoom sessions. Also, please monitor the distractions during the session for background noise. Mute yourself until you are ready to speak to the group. I prefer for students to use the raise their hands Zoom option.

I encourage all opinions and perspectives. There is no right or wrong answer if you are thinking critically with awareness about a topic. Students are expected to be respectful and mindful of each others' opinions and differences. At the same time, this course will not tolerate passive aggressive or anti-Black and anti-ethnic or anti-immigrant, anti-LGBTQ comments or statements that offend any one student or target any marginal populations. Let's create together a robust learning environment, share ideas, frustrations, and be vulnerable for transformation of ourselves and society.

### WRITING CENTER

University Writing Center  
 Trevor Calbourn Hall 109  
 Satellite Locations: Main Library, Rosen Library, Online  
 407-823-2197  
<http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the [Success Resources](#) tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### COVID 19 UNIVERSITY STATEMENTS

#### University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

#### Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

#### COVID-19 and Illness Notification

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Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Academic Honesty

Students should familiarize themselves with UCF's Rules of Conduct at <<https://scal.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

#### 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* (<https://goldenrule.sdes.ucf.edu/>) >. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## 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.

## Academic Honesty

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

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

## Disability Statement

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

## 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.

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# Quantitative Research in Anthropology

**ANG 5486-001**

**Fall 2020**

**Credit Hours: 3.0**

**Room: PSY 107 (Psychology Building)**

**Time: Fridays 1:00-3:50pm**

**Mode: Face-to-Face Instruction (P)**

**Instructor:** Donovan M. Adams, Ph.D.

**Office Hours:** Tuesday and Wednesday, 11:00am-12:30pm through Zoom; or by appointment

**E-mail:** donovan.adams@ucf.edu

## **Required Texts:**

- *Quantitative Methods in Archaeology Using R*. David L. Carlson. ISBN: 978-1-107-65557-7.
- *R Cookbook: Proven Recipes for Data Analysis, Statistics, and Graphics*. J. D. Long and Paul Teetor. ISBN: 9788-1-492-04068-2.
- Additional readings will be provided through [Webcourses@UCF](mailto:Webcourses@UCF).

## **Required Technology (This class, by nature of using the R statistical interface does require access to a computer):**

- R (<https://cran.r-project.org>).
- R Studio (<https://rstudio.com/products/rstudio/download/>).
- Zoom (must be accessed using your Knights e-mail).

## **Course Description:**

Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

## **Course Objectives:**

Students will:

1. Learn how to use the R statistical software for calculating univariate statistics and begin building skills at writing functions for statistical application.
2. Learn basic statistical principles.
3. Learn univariate statistical techniques for sample summaries, analysis, and data treatment.
4. Critically examine methodology, interpretations, and presentation of anthropological research.
5. Carry out and present quantitative projects.

## **Grading:**

Grades will be posted to [Webcourses@UCF](mailto:Webcourses@UCF) based on the following:

1. Homework Assignments: There are 10 assignments throughout the semester, each worth 25 points. These will allow you to practice the material learned in lecture. These will be online and require use of R to answer the questions. You will provide both the answers

obtained and the code used to obtain it. These assignments must be completed using R Markdown. Each assignment is due by the beginning of class (1:00 pm) and must be submitted on [Webcourses@UCF](mailto:Webcourses@UCF).

2. End-of-Semester Project: This will consist of three primary components: data analysis (100 points), a research presentation (100 points), and a write-up (100 points). You may use either 1) your own data, 2) a dataset provided to you by a faculty member (great opportunity to get involved on research projects; however, the faculty member **MUST** know and have provided permission for data to be used as a part of this class), or 3) an open source dataset. You must have a selected dataset by September 11<sup>th</sup> (10 points) and a chosen research question and hypotheses by October 2<sup>nd</sup> (10 points). Using the techniques learned in class, you must carry out a research project, consisting of preparing data for analysis, conducting statistical treatments, and carrying out interpretations. The 15-minute presentation will be conducted as if you are at a conference. Additionally, you must submit a write-up formatted as if submitting a journal article (i.e., an abstract, introduction, materials and methods, results, discussion and conclusions, and references). More detailed instructions for this assignment will be given in class and provided on [Webcourses@UCF](mailto:Webcourses@UCF), along with grading rubrics for each component of the assignment.
3. Participation: Participation means asking and answering questions, engaging with the provided R code and in-class hands-on learning (therefore, you must either bring your own laptop or use campus resources) and discussing assigned readings over the course the semester.
  - a. It is important that you are able to critically evaluate published research. This involves a number of factors: sample construction; statistical methods; correct application of methods; correct/appropriate interpretations of results; and clear presentation of goal, method, and results/interpretations (e.g., clear language, tables and figures, etc.). Be prepared to at least be able to discuss these things in class.

A: 92.5-100

A-: 90-92.4

B+: 87.5-89.9

B: 82.5-87.4

B-: 80-82.4

C+ 77.5-77.9

C: 72.5-77.4

C-: 70-72.4

D+: 67.5-69.9

D: 62.5-67.4

D-: 60-62.4

F:0-59.9

### Points:

Assignments: 10 x 20 points each = 200 points

Dataset Selected: 10 points

Project Topic Selected: 10 points

End-of-Semester Project = 300 points (100 for data analysis, 100 for presentation, 100 for write-up)

Participation: 140 points

Total: 660 points

### **Financial Aid Requirement:**

Federal regulations require that federal aid awards be based on courses in which students demonstrate academic engagement.

All students must complete the “Beginning Evaluation” assignment on Webcourses@UCF by the end of the day on Friday, August 28<sup>th</sup> (11:59 pm). This will be used to assess your academic engagement as compliant to federal regulations.

**Class Policies:**

1. We will be working in a computer lab with campus provided computers. If you would rather use your own laptop, that is okay; however, I expect appropriate class use of your own technology. The same appropriate use of technology is expected on campus computers (e.g., no online shopping, no social media, etc.). These resources are to be used for the purposes of completing course material. (Furthermore, it’s always a good idea to bring a notebook for notes and to sketch out thoughts – finding all those statistical symbols while typing takes too much time and risks losing valuable information).
2. While we are discussing methodology, interpretations, ethics, etc. there may be cases of disagreement. I encourage debate; however, it is expected that no derogatory, disrespectful or insulting, or accusatory language will be used. Professionals should be able to talk without resorting to insults. Be respectful of yourselves, each other, and to individuals outside the class.
3. All communication will be done either through Webcourses or directly to your UCF e-mail address. Be sure to have these on file and that you are checking these.
4. As office hours and eventually class will take place through Zoom, I understand that the possibility of working from home may mean children and pets make an appearance from time to time. If you need to leave at any point to help take care of a situation, that is fine. Simply mute and stop the video until you are able to rejoin.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes:**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality:**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/>. If this change occurs, the course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students are expected to

review these available sessions. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA). This also applies to any in course materials and lectures.

### **COVID-19 and Illness Notification:**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness:**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Zoom:**

Please take time to familiarize yourself with Zoom by visiting the UCF Zoom Guides (<https://cdl.ucf.edu/support/webcourses/zoom/>). You may choose to use Zoom on your computer, laptop, or mobile device (phone or tablet). Using this program will require a microphone and a webcam and adequate Internet bandwidth.

Things to know about Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded so that they may be posted on to WebCampus following the class period.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF](mailto:Webcourses@UCF) Support (<https://cdl.ucf.edu/support/webcourses/>) if you have any technical issues accessing Zoom.
- Please be on mute when not talking and use headphones to minimize the interference of background noise.

### **Academic Integrity:**

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

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

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Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **Course Accessibility:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect



with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Course Accessibility and Disability COVID-19 Supplemental Statement:**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **Campus Safety:**

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

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

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

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

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<https://policies.ucf.edu/documents/4-401.pdf>>

**Religious Observances:**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

**Diversity and Inclusion:**

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu>

**Course Schedule (Dates and readings may change as needed. Any changes will be announced to students in class and through e-mail).**

Week	Date	Topic	Readings			Assignment
			C*	L&T**	Articles	
1	Aug 28	Introduction to course and R		1-3		
2	Sep 4	R code; Working in R	2, 3.1	2-3		
3	Sep 11	More R code and data management	4, 5.1	4-5, 16		<b>Dataset Due</b>
4	Sep 18	Introduction to statistics and research design	Intro		Aldenderfer (1998) Agbe-Davies (2009) Smith (2019)	<b>Assignment #1</b>
5	Sep 25	Ethical considerations			Turner and Mulligan (2019) ASA (2018) Juutilainen et al. (2020)	<b>Assignment #2</b>
6	Oct 2	Descriptive statistics	3.3-3.4	9.1-9.3, 9.5	Franklin (2020) Panich et al. (2018) Smith and Boaks (2014)	<b>Project Topic Due</b>
7	Oct 9	Normality; Transformations	3.2, 6	9.7, 9.13	Sousa et al. (2020) Thompson (2013)	<b>Assignment #3</b>
8	Oct 16	Tests for statistical significance; Hypothesis testing	8.2-8.4	9, 9.8-9.12, 9.15, 9.18-9.19	Smith (2018) de la Cova (2010) Stojanowski et al. (2007)	<b>Assignment #4</b>
9	Oct 23	Correlations; Error testing	9.1-9.2	9.4, 9.17	Reitsema et al. (2016) Pilloud et al. (2020) Peregrine (2019)	<b>Assignment #5</b>
10	Oct 30	Basic Figures and Tables	5.2-5.7	10	Miracle (2005) Mihailidis et al. (2013) <a href="http://www.jedidiahcarlson.com/post/need-pca/">http://www.jedidiahcarlson.com/post/need-pca/</a> Nugent (2020)	<b>Assignment #6</b>

11	Nov 6	ANOVA	8.5	11.21-11.25	Rautman and Edgar (2020) Tallman (2019) Algee-Hewitt (2017)	<b>Assignment #7</b>	
12	Nov 13	Missing data; Imputation	7		Kenyhercz and Passalacqua (2016) Kenyhercz et al. (2019) Berthaume et al. (2018) Rathmann et al. (2019)	<b>Assignment #8</b>	
13	Nov 20	Regression	9.3	11-11.20	Lasisi et al. (2016) Palma et al. (2011) Dominguez and Agnew (2016)	<b>Assignment #9</b>	
14	Nov 27	THANKSGIVING BREAK – NO CLASS					
15	Dec 4	Presentations				<b>Assignment #10</b>	
16	Dec 11	FINAL EXAM DAY					<b>Write-ups due</b>

**Assignments are listed on the day in which they are due (at 1:00 pm) (Ex: Assignment #1 is due at 1:00 pm on Sept 18<sup>th</sup>).**

**\*C:** *Quantitative Methods in Archaeology Using R*

**\*\*L&T:** *R Cookbook*

Important Dates (Also check <https://calendar.ucf.edu/2020/fall> for any other important dates):

Sep 11: Datasets Due

Oct 2: Project Topic Due

Nov 27: Thanksgiving Break - No Class

Dec 4: Presentations

Dec 11: Final Exam Day – Submit write-ups

# Course Syllabus

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# Nutritional Anthropology

ANG 5531 (OM01) ▪ Fall 2020

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

## Course Information

<b>Course Name:</b>	Nutritional Anthropology
<b>Course ID:</b>	ANG 5531 (OM01) / Fall 2020
<b>Credit Hours:</b>	3.0 hours
<b>Location/time:</b>	Zoom Remote and Online instruction / Thursdays 3:00-4:15pm

## Professor Contact

<b>Professor:</b>	<b>Dr. Lana Williams</b>
<b>Main Office:</b>	UCF Main Campus - Phillips Hall 309F
<b>Phone:</b>	407-823-2227
<b>Online Office:</b>	Tuesday 1:00-3:00 PM via Chat (or by scheduled appointment online via Conferences or Zoom)
<b>E-mail:</b>	via WebCourses Inbox messaging (or <a href="mailto:lane.williams@ucf.edu">lane.williams@ucf.edu</a> )

## Syllabus Quick Links

- [Course Description](#)
  - [Skill development](#)
  - [Required textbook](#)
  - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Academic Resources](#)
- [Technical Resources](#)
- [Working in WebCourses](#)
  - [Planning your time](#)
  - [Using Zoom for Class](#)
  - [Accessibility and inclusion](#)
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  - [Absence accommodations](#)
  - [Respect for diversity](#)
  - [Academic integrity](#)
  - [Study groups](#)
  - [Campus emergencies](#)

## University Catalog Description

The biological, social, cultural, psychological, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, evolutionary, ecological. **Prerequisite:** Admission to Anthropology Graduate degree program or C.I.

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

## What is this course about?

This course surveys the evolution of human diet, from the foods of our earliest ancestors to the contents of today's supermarkets. We'll cover the definition of food, human nutritional requirements, major dietary transitions and food innovations in human history, the roots of world cuisine, the modern food industry, and current and future food challenges.

Nutritional anthropology is situated at the intersection of biology and culture; therefore, we will be using a biocultural approach to explore the following aspects of human diet and nutrition:

- Part 1 of the course will focus on the biology basics of food, digestion, and nutrition. We will be covering the anatomy and physiology of nutrition, dietary guidelines, cultural concepts of what is edible and inedible, and long-term processes of adapting foods to people and people to foods.
- Part 2 of the course explores *what* we know about the history of human diets and *how* we know it. You will be introduced to and discuss the development of cuisines (how and why we eat what we eat), ecological frameworks and industrial agriculture, and comparative perspectives on food systems and foodways.
- Part 3 of the course focuses on major food challenges and controversies today. Building on what you learned in Parts 1 and 2 of the course, you will engage in thoughtful in-class discussions on controversial and/or complex topics relating to power and inequity as key factors influencing access to food and patterns of food sustainability for both populations and individuals. We will be discussing food safety and food policy, dietary transitions, branding and delocalization, and globalization of food and diet practices.
- Capstone learning for the course involves formulating informed opinions in domestic and international debates about food security, food sovereignty, and the future of food and applying anthropological perspectives to formulate a possible direction of research.

## What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about human nutrition, diverse foodways, and food politics.

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

- Identify the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology.
- Discuss the impact of food and nutrition in human adaptation, food perceptions and environmental use.
- Describe the range of food-related beliefs, artifacts, behaviors and practices across diverse cultures.
- Select appropriate anthropological theories and apply them to the practices of food production, processing, exchange, and consumption.
- Apply anthropological methods to discern food-related behavior in the past and present, and anticipate future issues.
- Evaluate the impact of policy and power on social issues of health, food security, access, and design of culturally appropriate alternatives.

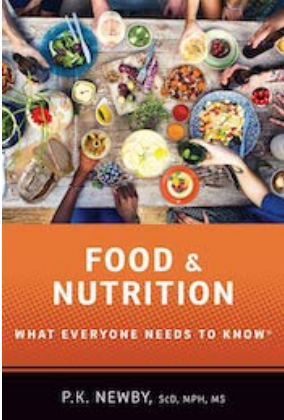
While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

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

## What textbooks will I need?

The following **textbooks are required** for successful completion of this course (earlier editions of this text do not contain the same information). The textbooks, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbooks for study throughout the term. Additional required readings (outside of these textbooks) will be provided through WebCourses@UCF.

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



### ***Food and Nutrition: What Everyone Needs to Know***

Author: P.K. Newby

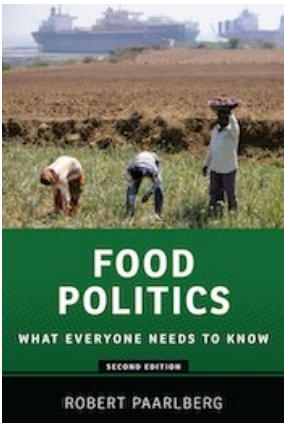
Edition: 1st

Year: 2018

Publisher: Oxford University Press

ISBN: 9780190846633

Available in paperback and eTextbook formats



### ***Food Politics: What Everyone Needs to Know***

Author: R. Paarlberg

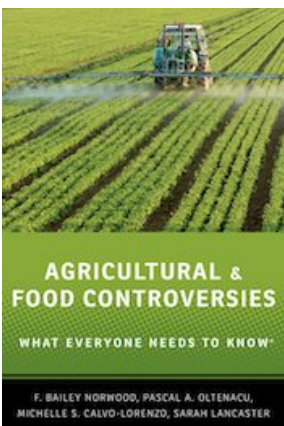
Edition: 2nd

Year: 2013

Publisher: Oxford University Press

ISBN: 9780199322381

Available in paperback and eTextbook formats



### ***Agriculture and Food Controversies: What Everyone Needs to Know***

Author: F. Bailey Norwood et al.

Edition: 1st

Year: 2015

Publisher: Oxford University Press

ISBN: 9780199368426

Available in paperback and eTextbook formats

## What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and then

the “Online Course Tools” tab. This is your learning forum and will be used to deliver your course content, submit your assignments and communicate with your instructor, graduate teaching assistant (GTA) and peers in the course. Online learning is not for everyone; some students may have difficulty learning in and managing a course that does not meet face-to-face. [Knight's Online \(https://cdl.ucf.edu/support/student/knights-online/\)](https://cdl.ucf.edu/support/student/knights-online/) has excellent resources to assist you in being successful when working in an online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class participation and graded course work throughout the term.

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

## *How should I plan my course work schedule?*

Nutritional Anthropology is based on concepts from biological, political and sociocultural study of food and foodways – areas of study which may be somewhat familiar to many of you; but, the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Fall 2020 term, you should expect to spend around **three hours of class time each week with online lectures, assigned media, participating in class discussion and completing assignments.** You should also plan on setting aside at least **three hours each week to complete your assigned reading and taking and reviewing your notes.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 5000-level course. All due dates for assignments are located in your calendar and in the schedule at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Tuesdays from 1:00-3:00 PM.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

## *How does Zoom remote instruction work?*

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through [Webcourses@UCF](mailto:Webcourses@UCF) and should appear on your calendar.

Please take the time to **familiarize yourself with Zoom** by visiting the [UCF Zoom Guides \(https://cdl.ucf.edu/support/webcourses/zoom/\)](https://cdl.ucf.edu/support/webcourses/zoom/).

### **Things to Know About Zoom Access and Class Conduct**

- You must sign in to your class Zoom session ON TIME using your **UCF NID, UCF password, and Zoom passcode.**
  - The **Zoom passcode** and **meeting link** are in the Zoom invite received through your **Knights email.**



- Please use your first and last name as your visible screen name identifier.
- The Zoom sessions are recorded, but will not be accessible until approximately 24 hours after each class time has ended.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
  - You are not required to have your camera on
    - If you choose to NOT use live video, please have a photo image of yourself in the Zoom window
    - If you choose to use live video, please be appropriately dressed.
  - While class is in session, your microphone may be muted at times. If you have questions while muted, use the Raise Hand feature and I will unmute you.
  - Please be respectful to your instructor and your peers as we navigate this course virtually.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) (<https://cdl.ucf.edu/support/>) if you have any technical issues accessing Zoom.

## *Is the course accessible for students with disabilities?*

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>)), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive a Course Accessibility Letter through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion.

**If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

## *What are the course requirements?*

The Fall 2020 semester begins on **AUG 24, 2020** and ends on **DEC 12, 2020**. Over this period, you will be expected to:

- submit responses in a university-required academic activity to start the course;
- attend Zoom class and participate in discussion on Thursdays from 3:00-4:15 PM
- review online course content materials, including any assigned media content and readings;
- use the provided handouts, study guides and practice quizzes;
- submit 6 Activity assignments;
- submit 3 Experience Response Papers (short review format);
- submit 3 Controversy Response papers (short argument essay format)

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, links to information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing materials. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

## How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Dig In!](#) in the COURSE INTRO module by **11:59pm EST on AUG 28, 2020**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and your ability to access the MODULE 1 learning materials.

## How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required (1) & Class Activities (6)	70	25%
Experience Response Papers (3)	60	30%
Controversy Response Papers (3)	150	45%
<i>Total Possible</i>	<i>550</i>	<i>100%</i>

You will be evaluated on your ability to define and critically apply terms, identify physiological structures and systems related to nutrition, explain theoretical and applied concepts and describe examples from course materials and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your Activities grade.**
- **Class Activities:** These short activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. **You are required to participate in and submit 6 activity assignments** described in the learning modules.
- **Experience Response Papers:** These assignments are designed around your critical evaluation of food research, food experiences, and food access and how these topics relate to materials covered in the course and peer-reviewed scholarly journal articles. **You are required to submit all 3 Response Paper assignments** located in the learning modules.
- **Controversy Response Papers:** These assignments are designed around your critical evaluation of current agricultural and food controversies presented in your assigned reading. You will be expected to evaluate the most current information in peer-reviewed scholarly journal articles on the selected debate and present an informed argument position in written form. **You are required to submit all 3 Controversy Response Paper assignments**

located in the learning modules.

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

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

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

## How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three days after the final due date. For response papers, grades will be available within five-to-seven days after the final due date. When a score is released, you will receive an announcement that grades have been posted (unmuted) and are ready for your review.

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

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

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

The screenshot shows a quiz question titled "Question 5" with a score of "1 / 1 pts" in the top right corner. A red arrow points to the score. The question text is: "In nutritional dietary references, this is the measure of the maximum intake not associated with deleterious effects:". Below the question is a text input field containing the answer "Tolerable Upper Intake Level (UL)". A red box highlights the input field. To the left of the input field is a red arrow pointing to it with the text "You Answered". Below the input field is a grey arrow pointing to it with the text "Correct Answers". The correct answer is listed as "Tolerable upper intake level" and "UL".

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

## What if I miss a practice quiz or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your graduate university education. **Missed or late assignments and exams are serious issues that must be addressed as soon as possible.** Please contact me via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

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

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](https://scs.sdes.ucf.edu/services/) [\(https://scs.sdes.ucf.edu/services/\)](https://scs.sdes.ucf.edu/services/) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss an assignment due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the assignment closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to submit the assignment, it must be scheduled and completed online **within five days of the missed due date** (if medically possible).

## Are there accommodations for authorized absences?

The following authorized absences with valid notification will receive reasonable accommodations for make-up work in this course:

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first-response or medical staff workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management/pandemic situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](https://policies.ucf.edu/documents/4-401.pdf) [\\_\(https://policies.ucf.edu/documents/4-401.pdf\)](https://policies.ucf.edu/documents/4-401.pdf).
- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) [\\_\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf).

## What are the COVID-related requirements at UCF?

### University-Wide Face-Covering Policy

To protect members of our community, **everyone is required** [\\_\(https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf\)](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf) **to wear a facial covering inside all common spaces** including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to

leave the classroom or put on a facial covering, they may be considered disruptive (please see [Golden Rule \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

## Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for [Announcements](#) or messages in Webcourses@UCF or Knights email about changes specific to this course.

## Illness Notifications

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students **should not come to campus** if they:

- are ill and/or experiencing any symptoms of COVID-19.
- have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for [Announcements](#) or mail in Webcourses@UCF or Knights email for any alterations to this course.

## What academic resources are available to me?

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

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

## How is respect for diversity and inclusion maintained?

UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please **notify the instructor as soon as possible** and/or contact Student Accessibility Services.

This course will be conducted in a way that respects **all aspects of diversity** [.\(http://www.diversity.ucf.edu\)](http://www.diversity.ucf.edu). The very

nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions.**

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge.** Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

## *How is academic integrity maintained?*

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. The completion of graded work in an online course should be considered a formal process: just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

Your enrollment in this course means that you will adhere to the [UCF Creed](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](http://osc.sdes.ucf.edu/process/roc), 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.

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. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z**' grade for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](http://osc.sdes.ucf.edu/faq#students), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](http://goldenrule.sdes.ucf.edu/) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.
- **For each quiz and exam, you are expected to remain on the testing screen for the duration.** You may not visit other websites or online communication tools for assistance. The **Webcourses@UCF quiz audit log will be monitored** for compliance. Failure to only access the quiz or exam during testing will result in an academic integrity violation.

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

## *How can I use study groups and external materials responsibly?*

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

GroupMe and WhatsApp study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.** In the past, GroupMe study groups experienced added benefits and avoided these issues by inviting the instructor to join in!

These examples show how the use of study groups can be **considered academic misconduct** and could result in the **same penalties as cheating** in a face-to-face class:

- **Taking a screen shot of an online quiz or exam question and posting it to GroupMe or WhatsApp, and/or asking for assistance** is considered academic misconduct.
- **Answering an online quiz or test question posted to GroupMe or WhatsApp** is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- **Using outside assistance from another student or by searching the Internet;** Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- **Joining others to take an online quiz or test and sharing answers** in the process is considered academic misconduct.

Third parties (e.g., OneNote, Study Blue, Koofers, CourseHero, Clutch Prep, etc.) may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a **violation of UCF Rules of Conduct**. Students who engage in this behavior **may also face serious penalties** beyond participation in this course. Please be aware that materials on these websites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **WARNING:** Use these materials at **your own risk**.

During this course you might also encounter public online services and/or software applications, such as blogs or wikis. While some of these might be related to required assignments or course materials, **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. If you have any concerns about this, please contact me for assistance.

## Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system.** This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, **if you use the UCF Knights Mail system,** please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

All communication between student and instructor or between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

## What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all assignments will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week.** If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#) (<http://guides.ucf.edu/c.php?g=78577&p=517810>) (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser](#) (<https://cdl.ucf.edu/support/webcourses/browser/>)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365](#) (<https://extranet.cst.ucf.edu/office365selfsvc>)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](#) (<https://cdl.ucf.edu/support/webcourses/>) for technical support assistance with the most current versions of these products.

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

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

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



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

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

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

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](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**, students may need to **locate** (<http://www.ehs.ucf.edu/AEDlocations-UCF>) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** (<https://my.ucf.edu>) through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 [UCF video](https://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>).


## What is my course lecture and assignment schedule?













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

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

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

## Course Summary:

Date	Details
Fri Aug 28, 2020	 <b>REQUIRED ACTIVITY: Dig In!</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802418">https://webcourses.ucf.edu/courses/1357214/assignments/6802418</a> <span style="float: right;">due by 11:59pm</span>

Date	Details	
Wed Sep 2, 2020	 <b>ACTIVITY 1: Advertising Nutrition</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802429">https://webcourses.ucf.edu/courses/1357214/assignments/6802429</a>	due by 11:59pm
Fri Sep 18, 2020	 <b>ER PAPER 1: Journal / Article Review</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802435">https://webcourses.ucf.edu/courses/1357214/assignments/6802435</a>	due by 11:59pm
Wed Sep 23, 2020	 <b>ACTIVITY 2: Questing for Food</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802430">https://webcourses.ucf.edu/courses/1357214/assignments/6802430</a>	due by 11:59pm
Sun Sep 27, 2020	 <b>CR PAPER 1: Chemicals or Pesticides</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6803755">https://webcourses.ucf.edu/courses/1357214/assignments/6803755</a>	due by 11:59pm
Fri Oct 16, 2020	 <b>ER PAPER 2: Commensal Experience</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802436">https://webcourses.ucf.edu/courses/1357214/assignments/6802436</a>	due by 11:59pm
Wed Oct 21, 2020	 <b>ACTIVITY 3: Characteristics of Cuisine</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802431">https://webcourses.ucf.edu/courses/1357214/assignments/6802431</a>	due by 11:59pm
Sun Nov 1, 2020	 <b>CR PAPER 2: GMOs or Corporate</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6803786">https://webcourses.ucf.edu/courses/1357214/assignments/6803786</a>	due by 11:59pm
Wed Nov 4, 2020	 <b>ACTIVITY 4: Branding Taste Test</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802432">https://webcourses.ucf.edu/courses/1357214/assignments/6802432</a>	due by 11:59pm
Wed Nov 11, 2020	 <b>ACTIVITY 5: Whack-A-Lobbyist</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802433">https://webcourses.ucf.edu/courses/1357214/assignments/6802433</a>	due by 11:59pm
Fri Nov 20, 2020	 <b>ER PAPER 3: Food (In)Security</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802437">https://webcourses.ucf.edu/courses/1357214/assignments/6802437</a>	due by 11:59pm
Wed Nov 25, 2020	 <b>ACTIVITY 6: Farm to Table</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6802434">https://webcourses.ucf.edu/courses/1357214/assignments/6802434</a>	due by 11:59pm
Mon Dec 7, 2020	 <b>CR PAPER 3: Policy or Local</b> <a href="https://webcourses.ucf.edu/courses/1357214/assignments/6803790">https://webcourses.ucf.edu/courses/1357214/assignments/6803790</a>	due by 11:59pm



## ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

### COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Fall 2020</i>
Office:	<i>Online</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>10:30am – 1:20pm</i>
Website:	<i>UCF Webcourses</i>	Class Location:	<i>PSY 0110 and 0107</i>
Office Hours:	<i>Dr. Branting W 2:00-4:00 or by appointment</i>	TA:	<i>Megann Phillips</i>
(Online Only)	<i>Megann M 12:30-2:30, F 10:30-12:30, or by appointment</i>	TA email:	<i>megann.phillips@ucf.edu</i>

#### University Course Catalog Description

This course provides an introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two-course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

#### Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

## Course Prerequisites

None

## Required Text and Articles

Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on [Webcourses@UCF](mailto:Webcourses@UCF). The following texts are also required for the course:

- Bolstad, P. (2019): GIS Fundamentals: A First Text on Geographic Information Systems (6<sup>th</sup> Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis.

## Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

<b>Assignments</b>	<b>Due Date</b>	<b>Percent of Grade</b>	<b>Max. Points</b>
Syllabus Quiz	By Friday of Week 1, August 28 <sup>th</sup> , at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Wednesday at 10:30am on the week due via webcourses	40%	40
Participation in Classroom Activities - Graduate students are expected to take a larger participatory role	Usually in class each Wednesday	4%	4
Undergraduate Grant Application or Graduate Grant Application	Wednesday December 2 <sup>nd</sup> at 10:30am	45%	45
Oral Presentation of Project	Assigned Classroom Period in Week 15 and Finals Week (16)	10%	10

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

<b>Letter Grade</b>	<b>Points</b>
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

## Course Policies

### Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses.

Students should familiarize themselves with UCF's Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

### **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 <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Course Accessibility**

Both I and the University of Central Florida are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to

professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Potential Changes to Course Modality**

This course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus this could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

**University Writing Center:** The University Writing Center (<https://guides.ucf.edu/writingcenter>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

### **Electronic Device Policy**

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

### **Campus Safety**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Accommodations for Active Duty Military Students**

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

### **Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)**

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including



a religious observance (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>), will be provided with an alternative time for their presentations.

### **Updates and Notifications**

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

### **Obtaining Notes for Missed Lectures**

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

### **Grades of “Incomplete”**

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

### Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available through the UCF Library.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 26	What is GIS <b>IN PERSON: Cohort 1</b>  Course Introduction, What is GIS, Syllabus Quiz, Introduction to GIS Lab  <b>ASSIGNMENT: Syllabus Quiz due Fri. Aug. 28<sup>th</sup>, 3pm</b>	<b>Bolstad pp. 1-23</b>  <b>Wheatley and Gillings pp. 1-21</b>
2	W	Sept. 2	GIS Projects – Continue Lab <b>IN PERSON: Cohort 2</b>  Classroom session with GIS Examples from Class and Continued Introduction to GIS Lab  <b>ASSIGNMENT: GIS Examples for Class (One in your            discipline, one outside it, and a project idea)</b>	<b>Wheatley and Gillings pp. 23-59;</b>  <b>Bolstad pp. 168-191; 373-419; 617-634</b>  For additional explanation on topics in Wheatley and Gillings see: Bolstad pp. 27-167.
3	W	Sept 9	Data Collection, Surveys, Surveying <b>IN PERSON: Cohort 1</b>  Classroom session and GIS Data Lab  <b>ASSIGNMENT: Introduction to GIS Lab Due, Wednesday            Sept 9 at start of class</b>	<b>Wheatley and Gillings pp. 59-87</b>  <b>Bolstad pp. 331-365; 299-326</b>  For additional information on GPS and surveying see: Bolstad pp. 201-237.

4	W	Sept 16	<p>Remote Sensing</p> <p><b>IN PERSON: Cohort 2</b></p> <p>Classroom session and Continue GIS Data Lab and/or Start Remote Sensing Lab</p>	<p><b>Bolstad pp. 245-292</b></p> <p>For additional types of raster based analysis see: Bolstad pp. 445-475.</p> <p><b>Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection;</b></p> <p><b>Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites</b></p>
5	W	Sept 23	<p>GIS Projects – Continue GIS Data Lab</p> <p><b>IN PERSON: Cohort 1</b></p> <p>Classroom session and Remote Sensing Lab</p> <p><b>ASSIGNMENT: GIS Idea to Share with Class</b></p> <p><b>ASSIGNMENT: GIS Data Lab Due, Wednesday Sept 23 at start of class</b></p>	
6	W	Sept 30	<p>Quantitative and Qualitative Data</p> <p><b>IN PERSON: Cohort 2</b></p> <p>Classroom session and Integration Lab</p> <p><b>ASSIGNMENT: Remote Sensing Lab Due, Wednesday Sept 30 at start of class</b></p>	<p><b>Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”</b></p> <p><b>Boschmann and Cubbon (2014): “Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research”</b></p>

7	W	Oct 7	<p>Perception – Viewsheds, Soundsheds, Smellsheds</p> <p><b>IN PERSON: Cohort 1</b></p> <p>Classroom session and Perception Lab</p> <p><b>ASSIGNMENT: Integration Lab Due, Wednesday Oct 7 at start of class</b></p>	<p><b>Wheatley and Gillings pp. 201-216;</b></p> <p>For additional terrain analysis see: Bolstad pp. 485-509.</p> <p><b>Nutsford et al. (2015): “Personalizing the Viewshed: Visibility Analysis from the Human Perspective”;</b></p> <p><b>Brabyn (2015): “Modelling landscape experience using ‘experions”</b></p>
8	W	Oct 14	<p>Transportation and Movement</p> <p><b>IN PERSON: Cohort 2</b></p> <p>Classroom session and Transportation Lab</p> <p><b>ASSIGNMENT: Perception Lab Due, Wednesday Oct 14 at start of class</b></p>	<p><b>Bolstad pp. 420-428</b></p> <p><b>Hall and Smith (2014): “Knowing the City: maps, mobility, and urban outreach work”;</b></p> <p><b>Branting (2012): “Seven Solutions for Seven Problems with Least Cost Pathways”</b></p>
9	W	Oct 21	<p>Location – Boundaries, Borderlands, Central places, Spatial Hierarchies</p> <p><b>IN PERSON: Cohort 1</b></p> <p>Classroom session and Location Theory Lab</p> <p><b>ASSIGNMENT: Transportation Lab Due, Wednesday Oct 21 at start of class</b></p>	<p><b>Wheatley and Gillings pp. 147-164;</b></p> <p><b>Wright (1986): “The Evolution of Civilizations”;</b></p> <p><b>Mu and Wang (2006): “Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy”</b></p>
10	W	Oct 28	<p>Demography – Population, Densities, Interactions</p> <p><b>IN PERSON: Cohort 2</b></p> <p>Classroom session and Demography Theory Lab</p> <p><b>ASSIGNMENT: Location Theory Lab Due, Wednesday Oct 28 at start of class</b></p>	<p><b>Naroll (1962): “Floor Area and Settlement Population”;</b></p> <p><b>Reibel (2007): “Geographic Information Systems and Spatial Data Processing in Demography: a Review”;</b></p> <p><b>Khormi and Kumar (2011): “Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study”</b></p>

11	W	Nov 4	<p>Spatial Analysis, Spatial Statistics, and Modeling</p> <p><b>IN PERSON: Cohort 1</b></p> <p>Classroom session Spatial Analysis Lab and Proposal Preparation</p> <p><b>ASSIGNMENT: Demography Theory Lab Due, Wednesday Nov 4 at start of class</b></p>	<p><b>Wheatley and Gillings pp. 89-106, 125-146, 183-200;</b></p> <p><b>Bolstad pp. 521-561, 573-606</b></p> <p><b>Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";</b></p> <p><b>Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of <i>Villae Rusticae</i>"</b></p>
12	W	Nov 11	<p>Proposal Preparation</p> <p><b>IN PERSON: Cohort 2</b></p> <p><b>ASSIGNMENT: Spatial Analysis Lab Due, Wednesday Nov 11 at start of class</b></p>	
13	W	Nov 18	<p>Proposal Preparation</p> <p><b>IN PERSON: Cohort 1</b></p>	
14	W	Nov 25	<p><b>THANKSGIVING HOLIDAY</b></p> <p><b>NO CLASS</b></p>	
15	W	Dec 2	<p><b>STUDENT PRESENTATIONS</b></p> <p><b>VIA ZOOM</b></p> <p><b>ASSIGNMENT DUE AT START OF CLASS Wednesday, December 2 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)</b></p>	
Finals	W	Dec 9	<p><b>STUDENT PRESENTATIONS</b></p> <p><b>*Note Different Time: 10:00-12:50pm</b></p> <p><b>VIA ZOOM</b></p>	

### Article Bibliography

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1962 Floor Area and Settlement Population. *American Antiquity* 27(4):587-589.

Nutsford, Daniel, Femke Reitsma, Amber L. Pearson, Simon Kingham

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Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler

2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.

Wright, Henry T.

1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.

# ANG5937-20Fall 0M02 Digital Anthropology Fall 2020 Syllabus

## Instructor Information

Instructor: [Edward Gonzalez-Tennant](#), PhD

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

Office Hours: Mondays 9:30am-10:30am or by appointment (via WebCourses)

I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

## Catalog Description

Explores how anthropology applies digital technologies to exploring humanity's past, present, and future. This exploration is grounded by developing anthropologically based, transferable methods and skills.

## Required Texts

All readings will be provided as PDFs on WebCourses and/or via the UCF library.

## Course Description

This course explores how anthropologists apply emergent digital technologies to the exploration of humanity's past, present, and future. Digital anthropology, broadly defined, seeks to approach "the digital" from an anthropological perspective. This course specifically combines approaches from archaeology, ethnography, and material culture studies to explore several interrelated themes: the dialectical nature of digital culture (cultural connectivity); authenticity of digital and non-digital experiences (mediation of self); translating anthropology's commitment to holism to digital domains (cultural relativism); ambiguity of digital culture (radical openness); and the practice of digital worlds (experiential materiality). The semester is divided into two broad sections; the first with technologies typically associated with archaeology and/or biological anthropology, and the second with cultural anthropology and/or ethnography. Each section includes theory-based readings paired with hands-on laboratory assignments. Labs provide transferable skills to help students explore novel ways of applying their training to a range of career paths. This course is an intensive investigation and students should be prepared to spend time outside of class/lab hours reading and working through tutorials. This course is a split-level course with additional readings and assignments for the graduate section.

## My Approach to Mixed-Mode Teaching

This course has face-to-face and online components, typically referred to as mixed mode. We will utilize the face-to-face portion to further refine the methodological lessons (e.g., tutorials). The online component will be satisfied with assignments submitted via WebCourses. The COVID-19 pandemic may necessitate moving the entire course online. See the COVID-19 statements at the end of this syllabus for more details.



## GroupMe Policy

GroupMe can be an excellent way to communicate with your fellow students. However, it is also often used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

## Student Learning Objectives

- Explore the application of anthropological concepts and critical reasoning skills to the intersection of digital technologies, culture, diversity, and the changing nature of the modern world. This is often referred to as media literacy, which is best developed by exploring how media products are produced.
- Develop a deeper appreciation of theoretical frameworks associated with the application of digital technologies and modalities in each of anthropology's primary subfields,
- Develop transferable skills through hands-on labs/workshops. These skills relate to the creation and manipulation of 3D objects, public use of mapping technologies, production of digital video, and user experience research.
- Identify non-traditional career paths based on the emerging field of digital anthropology, with a particular emphasis on non-academic careers.
- Explore how digital technologies support a deeper engagement between anthropologists and various publics.

## Grading

Grades will be determined from the following:

Anatomy Project	2 possible points
Four Multipart Labs	80 possible points
Online Discussions	10 possible points
Semester Project	18 possible points

## Breakdown of Grading

Anatomy of a Digital Anthropology Project: Students will view a 5 minute video created by the instructor and write a 2 page paper answer a series of questions. The video uses three of the methods examined in this course.

Total Points: 2

Four Multipart Labs: Labs will use materials prepared by the instructor, with class time dedicated to Q&A. Each lab is worth 20 points and will require weekly deliverables. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. See below for a detailed description of the labs. Instructional materials will be

posted 1 week prior to class Q&A. If the course shifts to fully online, we will utilize Zoom for the Q&A portion.

Total Points: 80

**Online Discussions:** The instructor will post a set of questions related to the readings each week. Students are expected to engage in the discussions most weeks. This is replacing the face-to-face discussions normally reserved for a graduate course. As such, students do not have to engage in every week's discussion, but full points will come from participating in 80% of the discussions in a serious and thoughtful way. A serious and thoughtful discussion consists of engaging with other students. In practice, this means posting 2-3+ times in conversation with others. In other words, a 1-2 sentence response at the last minute will not count.

Total Points: 10

**Semester Project:** Each student will focus on integrating two or more technologies explored in labs into a coherent semester project. We examine a case study by the instructor the first week of class that combines at least three of the methods into a single project. Any combination is allowed and possible, students are encouraged to explore beyond their individual concentrations (e.g., archaeology, ethnography). Readings underscore how these technologies can be combined. The semester project consists of a two-page Statement of Intent (3 points), six-page Final Paper (10 points), and a Class Presentation delivered via Zoom during the course's final exam period (5 points). Full instructions for each portion will be provided during the semester.

Total Points: 18

## **In-Depth Lab Descriptions**

**Lab 1: Counter-Mapping and Open Source GIS (Weeks 2-4)** - Counter-mapping refers to the use of mapping technologies to subvert dominant power structures, particularly the state, in support of progressive goals. It has been utilized by archaeologists, anthropologists, and geographers to communicate how local experiences both intersect and transgress elite narratives. This lab introduces students to the open source software QGIS and provides a workflow for recording and displaying local information as it relates to space.

**Lab 2: New Heritage (Weeks 5-7)** - This lab explores the use of 3D modeling and photogrammetry software (Blender and Meshroom). Associated readings juxtapose traditional uses of these technologies (e.g., documentation, preservation) alongside more theoretical perspectives associated with the material turn in the social sciences. This includes thinking about the role objects play in culture(s) past, present, and future. The first two weeks of the lab introduces the use of Blender and Metashape, programs used to create, record, and modify 3D models. In the final week students experiment with these technologies to address questions related to an emergent object oriented ontology. This might include re-mixing 3D models to question the primacy of people over objects, or visual representations undercutting the separation of objects and people as universal, or how these technologies might radically alter/support traditional fields like folklore studies. Having trouble visualizing this, check this out -

<https://sketchfab.com/blogs/RTJ4D/> (Links to an external site.)

**Lab 3: Visual Anthropology (Weeks 8-10)** - Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The

exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

Lab 4: User Experience Research (Weeks 11-13) - User experience (UX) research involves understanding how humans approach accessibility, desirability, and usability in their interaction with the material world. Although anthropologists have long been vital to the design process, few cultures prepare students to apply their anthropological knowledge to this rapidly expanding field. This lab examines how to plan a UX research project. These aspects are interwoven through a series of case studies and workflows across three weeks. Specifically, students will complete an expert review, prototype an app/website for usability study, and review each other's prototypes.

## Course Grading Scale

Students will have access to the WebCourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points,  $45/50 = .9 \times 100 = 90\%$ . I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

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

## Extra Credit Opportunities

I offer one extra credit opportunity. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade.

## Late Assignment Policy

All assignments will be submitted via WebCourses. If a student is going to be late, they should contact the instructor as soon as they know. If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up work *provided* they supply appropriate documentation explaining the delay. Otherwise, late assignments can be turned in with a 5%/day penalty. Appropriate documentation includes official UCF correspondence, doctor's notes, or similar

information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

## Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what **NOT** to do.

## Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades, **especially on exams**. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

## Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker's name? This as a real-world lesson.

## Semester Calendar

Lab assignments are available Monday - Friday, and are due midnight on Friday. Instructional materials prior to Monday. We will use the Monday Q&A session to discuss the lab assignments. Lab materials consist of a tutorial video created by the instructor, a discussion for students to help one another with the assignment, and a specific deliverable. Refer to the syllabus below for more information.

### Week 1: Aug 24 - 28

Topic: Course Intro

Readings: None

Assignments: Syllabus Quiz; Anatomy of a Digital Anthropology Project

### Week 2: Aug 31 - Sep 4

Topic: Politics of Open Source Software

Readings:

Jelena Karanović. 2012. [Free Software and the Politics of Sharing](#). In *Digital Anthropology*, edited by Hearther A. Horst and Daniel Miller, pp. 185-202. London: Berg.

Ducke, Benjamin. 2015. [Free and Open Source Software in Commercial and Academic Archaeology \(Links to an external site.\)](#). In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 92-110. De Gruyter Open.

Nikolova, Lolita. 2015. [What was Published is as Important as How it was Published \(Links to an](#)

[external site.](#)). In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 83-91. De Gruyter Open.

Wells, Joshua, Christopher Parr, and Stephen Yerka. 2015. [Archaeological Experiences with Free and Open Source Geographic Information Systems and Geospatial Freeware: Implementation and Usage Examples in the Compliance, Education, and Research Sectors \(Links to an external site.\)](#). In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 130-146. De Gruyter Open.

Assignments: Counter-Mapping and Open Source GIS Part 1 (Intro to QGIS); [Week 2 Online Discussion](#)

### **Week 3: Sep 7 - 11**

Topic: Counter-Mapping

Readings:

González-Tennant, Edward. 2016. Recent Directions and Future Developments in Geographic Information Systems for Historical Archaeology. *Historical Archaeology* 50(4):24-49.

Beale, Gareth and Nicole Beale. 2015. Community-Driven Approaches to Open Source Archaeological Imaging. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 30-43. De Gruyter Open.

Orengo, Hector. 2015. Open Source GIS Geospatial Software for Archaeology: Towards its Integration into Everyday Archaeological Practice. In *Open Source Archaeology*, edited by Andrew T. Wilson and Ben Edwards, pp. 64-82. De Gruyter Open.

DeNicola, Lane. 2012. Geomedia: The Reassertion of Space within Digital Culture. In *Digital Anthropology*, edited by Hearther A. Horst and Daniel Miller, pp. 80-100. London: Berg.

Assignments: Counter-Mapping and Open Source GIS Part 2 (Creating & Editing Data)

### **Week 4: Sep 14 - 18**

Topic: Sharing Your Maps

Readings:

Van Dyke, Ruth M. 2006. Seeing the Past: Visual Media in Archaeology. *American Anthropologist* 108(2):370-375.

Smith, Angele. 1998. Landscapes of Power in Nineteenth Century Ireland: Archaeology and Ordnance Survey Maps. *Archaeological Dialogues* 5(1): 69-84.

Law, Matt and Morgan, Colleen. 2014. The Archaeology of Digital Abandonment: Online Sustainability and Archaeological Sites. *Present Pasts* 6(1):1-9.

Bevan, Andrew. 2012. Value, Authority and the Open Society: Some Implications for Digital and Online Archaeology. In *Archaeology and Digital Communication: Towards Strategies of Public Engagement*, edited by C. Bonacchi, pp. 1-14. Archetype.

Assignments: Counter-Mapping and Open Source GIS Part 3 (Sharing Maps Online)

### **Week 5: Sep 21 - 25**

Topic: New Heritage

Readings:

González-Tennant, Edward and Diana González-Tennant. 2016. The Practice and Theory of New Heritage for Historical Archaeology. *Historical Archaeology* 50(1):186-203.

Ellenberger, Kate. 2017. Virtual and Augmented Reality in Public Archaeology Teaching. *Advances in Archaeological Practice* 5(3): 305-309.

Dawson, Peter, Richard Levy, and Natasha Lyons. 2011. "Breaking the Fourth Wall": 3D Virtual Worlds as Tools for Knowledge Repatriation in Archaeology. *Journal of Social Archaeology* 11(3):387-402.

González-Tennant, Edward. 2013. New Heritage and Dark Tourism: A Mixed Methods Approach to Social Justice in Rosewood, Florida. *Heritage and Society* 6(1):62-88.

Assignments: New Heritage Part 1 (Basics of Blender)

### **Week 6: Sep 28 - Oct 2**

Topic: Documenting Objects in 3D

Readings:

Porter, Samantha Thi, Morgan Roussel, and Marie Soressi. 2016. A Simple Photogrammetry Rig for the Reliable Creation of 3D Artifact Models in the Field: Lithic Examples from the Early Upper Paleolithic Sequence of Les Cottés (France). *Advances in Archaeological Practice* 4(1): 71-86.

Novotny, Andrew. 2019. Implementing Photogrammetry in Three Bioarchaeological Contexts: Steps for In-Field Documentation. *Advances in Archaeological Practice* 7(1): 87-96.

Douglass, Matthew J., Zachary R. Day, Jeremy C. Brunette, Peter Bleed, and Douglas Scott. 2019. Virtual Reconstruction as Archaeological Observation: Embracing New Ways of Treating Sites, Places and Landscapes. *Advances in Archaeological Practice* 7(2): 127-139.

Assignments: New Heritage Part 2 (Meshroom or Metashape)

### **Week 7: Oct 5 - 9**

Topic: Remixing New Heritage

Readings:

Hicks, Dan. 2010. The Material-Cultural Turn: Event and Effect. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 25-98. Oxford University Press.

Saint George, Robert. 2010. Material Culture in Folklife Studies. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 123-149. Oxford University Press.

Jones, Andrew M. and Nicole Bolvin. 2010. The Malic of Inanimate Objects: Material Agency. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 333. Oxford University Press.

Pels, Peter. 2010. Magical Things: On Fetishes, Commodities, and Computers. In *The Oxford Handbook of Material Culture Studies*, edited by Dan Hicks and Mary C. Beaudry, pp. 613-634. Oxford University Press.

Assignments: New Heritage Part 3 (Remixing 3D Objects)

### **Week 8: Oct 12 - 16**

Topic: Ethnography and Social Media

Readings:

Crawford, Kate, and Tarleton Gillespie. 2016. "What Is a Flag for? Social Media Reporting Tools and the Vocabulary of Complaint." *New Media & Society* 18 (3): 410-428.

Miller, Daniel. 2012. Social Networking Sites. In *Digital Anthropology*, edited by Heather A. Horst and

Daniel Miller, pp. 146-164. London: Berg.

Tacchi, Jo. 2012. Digital Engagement: Voice and Participation in Development. In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, pp. 225-244. London: Berg.

Assignments: Visual Anthropology Part 1 (Planning a Digital/Visual Project)

### **Week 9: Oct 19 - 23**

Topic: Visual Anthropology

Readings:

Banks, Marcus and Jay Ruby. 2011. Historical Perspective on Visual Anthropology. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 1-18. University of Chicago Press.

Sarah Pink. 2011. Digital Visual Anthropology: Potentials and Challenges. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, edited by Marcus Banks and Jay Ruby, pp. 209-233. University of Chicago Press.

Aufderheide, Patricia. 2007. *Documentary Film: A Very Short Introduction*. Oxford University Press. Selected Chapters.

Assignments: Visual Anthropology Part 2 (Script)

### **Week 10: Oct 26 - 30**

Topic: Digital Storytelling

Readings:

Gubrium, Aline. 2009. Digital Storytelling as a Method for Engaged Scholarship in Anthropology. *Practicing Anthropology* 31(4): 5-9.

González-Tennant, Edward. 2015. Resurrecting Rosewood: New Heritage as Applied Visual Anthropology. In *Participatory Visual and Digital Research in Action*, edited by Aline Gubrium, Krista Harper, Marty Otanez, and Phillip Vannini, pp. 163-177. AltaMira Press.

González-Tennant, Edward. 2017. [Digital Storytelling in the Classroom: New Media Technologies for an Engaged Anthropological Pedagogy \(Links to an external site.\)](#). In [Deep Stories: Practicing, Teaching, and Learning Anthropology with Digital Storytelling \(Links to an external site.\)](#), edited by Aaron Thornburg and Mariela Nunez-Janes, pp. 152-169. De Gruyter Open.

Assignments: Visual Anthropology Part 3 (Digital Storytelling Video)

### **Week 11: Nov 2 - 6**

Topic: User Experience Research Part 1

Readings:

Drazin, Adam. 2012. Design Anthropology: Working on, with and for Digital Technologies. In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, pp.245-265. London: Berg.

Otto, Ton and Rachel Charlotte Smith. 2013. Design Anthropology: A Distinct Style of Knowing. In *Design Anthropology: Theory and Practice*, pp. 1-32. Bloomsbury Academic.

Expert Review website - <https://www.nngroup.com/articles/ux-expert-reviews/> (Links to an external site.)

Drazin, Adam. 2013. The Social Life of Concepts in Design Anthropology. In *Design Anthropology: Theory and Practice*, pp. 33-50. Bloomsbury Academic.

Assignments: User Experience Research Part 1 (Expert Review)

**Week 12: Nov 9 - 13**

Topic: User Experience Research Part 2 (Guest Lecture by Marc Lorenc)

Readings:

Anthropology and UX - <https://www.beingguided.com/blog/design-anthropologists> (Links to an external site.)

Translating Anthropology to UX - <https://www.practicinganthropology.org/blog/guest-blog/translating-anthropology-to-ux-research/> (Links to an external site.)

Assignments: User Experience Research Part 2 (Prototyping)

**Week 13: Nov 16 - 20**

Topic: User Experience Research Part 3

Readings:

17 Useful Tools for UI/UX Designers - <https://webflow.com/blog/ui-ux-design-tools> (Links to an external site.)

A Beginner's Guide to Low-Fidelity Prototyping - <https://uxtricks.design/blogs/ux-design/wireframe-tools-and-rapid-prototyping/> (Links to an external site.)

What Is Rapid Prototyping in UX? A Step-By-Step Guide - <https://careerfoundry.com/en/blog/ux-design/rapid-prototyping-guide/> (Links to an external site.)

User Testing v/s Usability Testing - <https://medium.theuxblog.com/user-testing-v-s-usability-testing-c3a9edd04612?gi=14999ebdfd6e> (Links to an external site.)

Usability Testing 101 - <https://www.nngroup.com/articles/usability-testing-101/> (Links to an external site.)

Running a Usability Test - <https://www.usability.gov/how-to-and-tools/methods/running-usability-tests.html> (Links to an external site.)

Assignments: User Experience Research Part 3 (Critique)

**Week 14: Nov 23 - 27 (Thanksgiving Week/Holiday)**

Topic: Work on Semester Projects

Readings: None

Assignments: Semester Project Statement of Intent

**Week 15: Nov 30 - Dec 4**

Topic: Work on Semester Projects

Readings: None

Assignments: None

**Week 16: Dec 7 - 11**

Topic: Semester Projects Due

Assignments: Final Paper; Class Presentation

**Important UCF Dates for Fall 2020**

August 28, 2020 - Last Day to Drop and Request Full Refund

August 28, 2020 - Drop/Swap Deadline



August 28, 2020 - Add Deadline

October 30, 2020 - Withdrawal Deadline

## **Academic Services and Resources**

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## **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 \(Links to an external site.\)](#) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](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.

## **Non-Academic Services and Resources**

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](#). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.](#) for more information about your access to non-academic services.

## **Academic Integrity**

Students should familiarize themselves with [UCF's Rules of ConductLinks to an external site.](#). 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 \(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

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

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.](#) 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>[Links to an external site.](#).

## **Course Accessibility Statement**

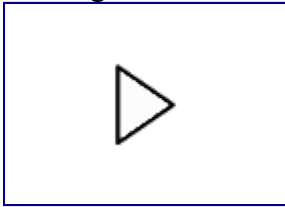
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#)[Links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

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise 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) [Links to an external site.](#).
- 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> [Links to an external site.](#) (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) [Links to an external site.](#) 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 \(Links to an external site.\)](#)



## 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.

## **Required Statement Regarding COVID-19**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>Links to an external site..

Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#)Links to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here:

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

# Course Syllabus

[Jump to Today](#)



Edit

## Proseminar in Anthropology

The College of Sciences at the University of Central Florida

### Course Information

<b>Course Name:</b>	Proseminar in Anthropology
<b>Course ID:</b>	ANG 6002 (0001) / Fall 2020
<b>Credit Hours:</b>	3.0 hours
<b>Location/time:</b>	Howard Phillips Hall 409M /Zoom/ Mondays 6:00-8:50pm

### Professor Contact

<b>Professor:</b>	Dr. Beatriz Reyes-Foster
<b>Main office:</b>	UCF Main Campus - Phillips Hall 409I
<b>Phone:</b>	407-823-2206
	Wednesday 12-2PM (via zoom:
	<a href="https://ucf.zoom.us/j/97069584950?pwd=TUo0aHdiM1hSNU44YldSZHVpVTBBQT09">https://ucf.zoom.us/j/97069584950?</a>
<b>Online Hours:</b>	<a href="https://ucf.zoom.us/j/97069584950?pwd=TUo0aHdiM1hSNU44YldSZHVpVTBBQT09">pwd=TUo0aHdiM1hSNU44YldSZHVpVTBBQT09</a>
	<a href="https://ucf.zoom.us/j/97069584950?pwd=TUo0aHdiM1hSNU44YldSZHVpVTBBQT09">)(https://ucf.zoom.us/j/97069584950?pwd=TUo0aHdiM1hSNU44YldSZHVpVTBBQT09)</a>
<b>In Office Hours:</b>	By appointment only, depending on COVID19 numbers and safety
<b>E-mail:</b>	beatriz.reyes-foster@ucf.edu (or via WebCourses Inbox messaging)

### University Catalog Description

Central concepts, theories, resources, and methods fundamental to cultural anthropology, human ecology, physical anthropology, and archaeology. **Prerequisites:** Admission to Anthropology MA,

PhD or CI.

## *What is this course about?*

This course is designed as an graduate anthropology working group, exploring the inner workings of professional anthropology through current central concepts and debates within and outside the discipline, academic and applied resources, and research design, all of which are necessary for a successful career as an anthropologist practitioner. Using research design, professional writings, and career activities shared by us in our four-field approach, we will examine an array of skills and practical knowledge that will guide you producing the highest quality scholarship and meeting the expectations of a flourishing academic and non-academic anthropology employment market.

## *What skills will I develop in this course?*

Considering the multidisciplinary nature of anthropology, emphasis is placed on building general and personal professional career knowledge, a professional portfolio representing your abilities, and proficiency in research design.

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

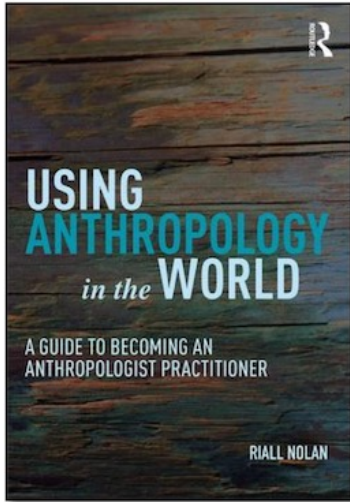
- Define and describe your goals in pursuing anthropology as a career.
- Demonstrate basic skills of research design, method application and formulation of research questions
- Provide a professional portfolio and skill evaluations for employment
- Describe the grant writing and publishing processes
- Discuss academic and non-academic career paths and practitioner opportunities
- Understand the necessity of professional ethics, advocacy and actionable solutions

While emphasis is placed on the learning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level graduate study and future employment opportunities:

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

## What textbooks will I need?

The following **textbooks are required** for successful completion of this course. The texts, new and used, are available for purchase in the UCF Bookstore and through various local and online vendors. There is **no specific format required**, but you must be able to access each required textbook for assignments and class discussion. Any additional required readings (outside of these texts) will be provided in your online course materials.



### ***Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner***

Author: Riall Nolan

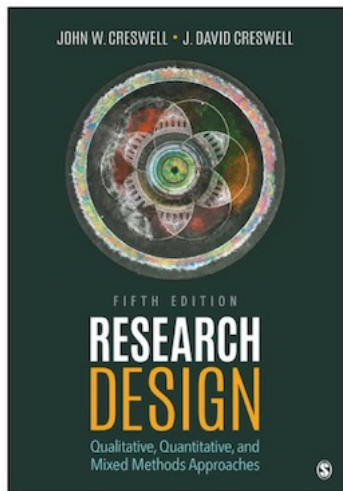
Edition: 1st edition

Year: 2017

Publisher: Routledge

ISBN: 9781611329506

Available in paperback, [eBook](https://ucf.catalog.fcla.edu/cf.jsp?t1=using+anthropology+in+the+world&k1=ti&avli=&ADV=S) [\\_ \(https://ucf.catalog.fcla.edu/cf.jsp?t1=using+anthropology+in+the+world&k1=ti&avli=&ADV=S\)](https://ucf.catalog.fcla.edu/cf.jsp?t1=using+anthropology+in+the+world&k1=ti&avli=&ADV=S) and rental formats



### ***Research Design***

Author: J.W. Creswell and J.D. Creswell

Edition: 5th edition

Year: 2018

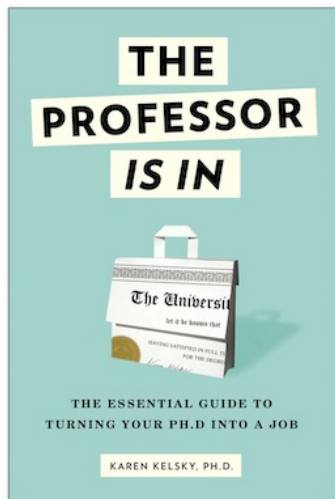
Publisher: Sage Publications

ISBN: 9781506386706

Available in paperback, eBook and rental formats

### ***The Professor Is In: The Essential guide to Turning Your PhD Into a Job***





Author: K. Kelsky  
 Edition: 1st edition  
 Year: 2015  
 Publisher: Three Rivers Press  
 ISBN: 9780553419429

**Available in paperback and eBook formats**

## *How should I plan my course time?*

While I can provide general guidelines based on past students experiences, everyone learns and works at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

## **COVID 19 Safety and Our Collective Health**

We meet face-to-face once each week during our scheduled class time. **However, under the current conditions I will not force anyone to meet face to face who does not feel safe. Therefore, we will always have a synchronous Zoom meeting going during class time for anyone who prefers to join class that way.** Also, if you are under the weather --if you have a fever, cough, body pain, or any other sign of illness-- I ask that you **DO NOT ATTEND CLASS IN PERSON.** If you are feeling sick, but well enough to participate in class, please join us via Zoom. This is also the case if you have a documented exposure to COVID19. Please quarantine for two weeks and join the class via Zoom. Likewise, if I have any reason to believe I am coming down with something, or if I have reason to believe I have been exposed to COVID19, I will lead the class via Zoom. All classes will also be recorded and posted on web courses for anyone who is unable to join class live. However, I do **STRONGLY** encourage you to attend class (remotely or F2F) during our scheduled class time.

Please note that when we meet face to face, face coverings (a mask or shield) and social distancing of 6 feet apart or more are **REQUIRED.**

## **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>

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(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

## In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

## Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a

remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) (<mailto:sas@ucf.edu>) to discuss specific accommodations for this or other courses.

**Should this course shift to remote-only instruction**, the university has provided several resources to assist students with learning: <https://digitallearning.ucf.edu/newsroom/keeplearning/> (<https://digitallearning.ucf.edu/newsroom/keeplearning/>).

**Live and Recorded Lectures:** This course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.

Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

**Technology Access:** Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons> (<https://it.ucf.edu/techcommons>) and <https://library.ucf.edu/libtech> (<https://library.ucf.edu/libtech>).

### Resources:

<https://www.ucf.edu/coronavirus/> (<https://www.ucf.edu/coronavirus/>)

## Webcourses

**This class uses WebCourses**, an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) (<http://my.ucf.edu>) and then the “Online Course Tools” tab). WebCourses is used in this course as a forum for class communication (e.g., announcements and messaging), weekly learning objectives and study plans, assignment instructions, and learning material management. [Knight's Online](https://cdl.ucf.edu/support/student/knights-online/) (<https://cdl.ucf.edu/support/student/knights-online/>) has excellent resources to assist you in

being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

During the next 15 weeks of the Fall 2020 term, you should expect to spend the **three hours of class time each week discussing assigned reading, taking notes, and participating in class activities**. You should also plan on setting aside at least **three-to-four hours each week to complete your assigned reading and work through required activity assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level graduate course. All due dates for assignments, including your final project and presentation, are located in the table at the end of this syllabus.

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

## *What are the course requirements?*

The Fall 2020 semester begins on **August 24, 2019** and ends on **December 12, 2020**. Barring illness or exposure to COVID19, we will be meeting in person until November 23rd and subsequent meetings will take place online (please see note above about always having the option to log into class remotely). Over this period, you will be expected to:

- submit a required academic activity to initiate participation in the course;
- attend class and participate in class discussion and activities on Mondays from 6:00-8:50pm
- review online learning materials and assigned readings;
- submit 10 career activity assignments;
- submit 8 research design assignments;
- submit 4 professional portfolio assignments;
- Co-organize and present in the annual anthropology graduate student conference.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings,

media content, graded assignment instructions, and links to information websites. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

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

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials or assignments, please visit my **online office hours on Wednesdays from 12-2 pm**. I am available to meet face to face if you have a pressing concern that cannot be discussed over Zoom. However, please note this availability will greatly depend on the COVID19 pandemic and my own sense of safety. If we do meet in person, please note it will most likely be at an outdoor location to minimize our risk of contracting the virus. If you have a scheduling conflict with my office hours, please contact me through and we can arrange a meeting at a different time.

## *How do I get started in the course?*

After reading this Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please start on the [REQUIRED ACTIVITY: Expectations and Takeaways](#) assignment in the COURSE INTRO: Things You Should Know by **11:59pm EST on AUG 31, 2020**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your graduate funding.

## *How will I be evaluated and graded?*

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

<b>Assessment:</b>	<b>Points Possible</b>	<b>% Final Grade</b>
Required & Career Activities (10)	100	30%

Research Design Activities (8)	160	30%
Professional Portfolio (5)	100	20%
Graduate Student Conference	100	20%
<i>Total Possible</i>	<i>460</i>	<i>100%</i>

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from class and readings in online quizzes, exams and discussion assignments, as well as in classroom group and general discussion.

- **Required Activity:** You will need to submit work for a required academic activity to initiate your class participation. In the activity, you will write a brief assessment your expectations and what you would like to take away from this course.
- **Career Activities:** These short assignments are designed to help you think critically about, articulate, and reflect on developing your career as an anthropologist practitioner.
- **Professional Portfolio:** You will need to produce four documents that reflect your experiences, goals and abilities as a researcher, teacher, prospective employee, and professional writer. Because a public presence has become increasingly necessary to professionally succeed in our field, you will create a personal website from which these documents will be readily accessible.
- **Research Design Activities:** These assignments are structured around designing a research project, applying theory, and interpreting and reporting results. You will be working on these assignments with the outcomes directed toward producing your MA/PhD research proposal.
- **Graduate Student Conference:** You will assist with the organization of the annual Graduate Student Conference and submit a presentation.

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

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

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

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

## *How do I view my grades?*

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three-to-five days after the final due date. For most professional portfolio assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

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

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

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

- If you are **representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military or National Guard** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are an **active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** (<https://scs.sdes.ucf.edu/services/>) with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss a class meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting end time. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

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

## *Is the course accessible for students with disabilities?*

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu) (mailto:sas@ucf.edu)), phone



(407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

## *What academic resources are available to me?*

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

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

## *My Classroom is an Inclusive Space*

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that

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

In this class, Black Lives Matter. Love is Love. Women's Rights are Human Rights. No Human is Illegal. Climate Change is Real. Water is Life.

## *How is academic integrity maintained?*

Your enrollment in this course means that you will adhere to the [UCF Creed](http://catalog.ucf.edu/content.php?catoid=2&navoid=4) (<http://catalog.ucf.edu/content.php?catoid=2&navoid=4>) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [Section 1 Academic Misconduct](http://osc.sdes.ucf.edu/process/roc) (<http://osc.sdes.ucf.edu/process/roc>), 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.

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. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '**Z' grade** (<http://goldenrule.sdes.ucf.edu/zgrade>) for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct** (<http://osc.sdes.ucf.edu/faq#students>), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** (<http://goldenrule.sdes.ucf.edu/>) for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

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

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

## *Why should I use WebCourses email inbox?*

Our **official mode of communication is the secure WebCourses Inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I generally do not check Webcourses or my email on weekends. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as a non-UCF email address.

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

Students will be expected to have access to a computer frequently, as all assignments will be submitted and/or graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](http://guides.ucf.edu/c.php?g=78577&p=517810) (<http://guides.ucf.edu/c.php?g=78577&p=517810>) . (<http://guides.ucf.edu/content.php?pid=137016&sid=1173345>)
- Reliable broadband internet access
- A [compatible web browser](https://cdl.ucf.edu/support/webcourses/browser/) (<https://cdl.ucf.edu/support/webcourses/browser/>)
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through [Office 365](https://extranet.cst.ucf.edu/office365selfsvc/) (<https://extranet.cst.ucf.edu/office365selfsvc/>)) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact [WebCourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) (<https://cdl.ucf.edu/support/webcourses/>) for technical support assistance with the most current versions of these products.

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

If you are experiencing **problems accessing materials or submitting your work**, please contact

your professor for assistance as soon as possible.

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

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

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

## *Can I use external study groups and course websites?*

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

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such 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 copyright and UCF Rules of Conduct and may face serious penalties**. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect

your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **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. If you have any concerns about this, please contact your professor.

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

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

- In case of emergency, dial 911 for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version \(http://emergency.ucf.edu/emergency\\_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the **evacuation routes** from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a **medical emergency during class**, students may need to [locate \(http://www.ehs.ucf.edu/AEDlocations-UCF\)](http://www.ehs.ucf.edu/AEDlocations-UCF) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up \(https://my.ucf.edu\)](https://my.ucf.edu) through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 [UCF video \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk).








## *What is my course discussion and assignment schedule?*


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

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


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

## Course Summary:

Date	Details	
Mon Aug 24, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1909580&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=1909580&amp;include_contexts=course_1359209">(https://webcourses.ucf.edu/calendar?event_id=1909580&amp;include_contexts=course_1359209)</a>	6pm to 9pm
Fri Aug 28, 2020	 <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659613">REQUIRED ACTIVITY: Expectations and Takeaways</a> <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659613">(https://webcourses.ucf.edu/courses/1359209/assignments/6659613)</a>	due by 11:59pm
Sun Aug 30, 2020	 <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659597">CAREER 1: Relevancy Transcript</a> <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659597">(https://webcourses.ucf.edu/courses/1359209/assignments/6659597)</a>	due by 11:59pm
Mon Aug 31, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1909581&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=1909581&amp;include_contexts=course_1359209">(https://webcourses.ucf.edu/calendar?event_id=1909581&amp;include_contexts=course_1359209)</a>	6pm to 9pm
Sun Sep 6, 2020	 <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659614">RESEARCH 1: Selecting a Research Worldview</a> <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659614">(https://webcourses.ucf.edu/courses/1359209/assignments/6659614)</a>	due by 11:59pm
Mon Sep 7, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1909582&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a> <a href="https://webcourses.ucf.edu/calendar?event_id=1909582&amp;include_contexts=course_1359209">(https://webcourses.ucf.edu/calendar?event_id=1909582&amp;include_contexts=course_1359209)</a>	6pm to 9pm
Sun Sep 13, 2020	 <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659598">CAREER 2: Practitioner Interview</a> <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659598">(https://webcourses.ucf.edu/courses/1359209/assignments/6659598)</a>	due by 11:59pm

 [RESEARCH 2: Mapping Literature Reviews](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659615>)


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Mon Sep 14, 2020  [Prosem in Anthropology: Regular Class Meeting](#) 6pm to 9pm  
([https://webcourses.ucf.edu/calendar?event\\_id=1909583&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909583&include_contexts=course_1359209))


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Sun Sep 20, 2020  [CAREER 3: Academic Job Postings and Descriptions](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659600>)


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Mon Sep 21, 2020  [Prosem in Anthropology: Regular Class Meeting](#) 6pm to 9pm  
([https://webcourses.ucf.edu/calendar?event\\_id=1909584&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909584&include_contexts=course_1359209))


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Sun Sep 27, 2020  [RESEARCH 3: The Theoretical Lens](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659616>)


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Mon Sep 28, 2020  [Prosem in Anthropology: Regular Class Meeting](#) 6pm to 9pm  
([https://webcourses.ucf.edu/calendar?event\\_id=1909585&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909585&include_contexts=course_1359209))


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Sun Oct 4, 2020  [RESEARCH 4: Good Writing = Good Science?](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659617>)

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Mon Oct 5, 2020  [Prosem in Anthropology: Regular Class Meeting](#) 6pm to 9pm  
([https://webcourses.ucf.edu/calendar?event\\_id=1909586&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909586&include_contexts=course_1359209))

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Sun Oct 11, 2020  [CAREER 5: CV / Resume Review](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659601>)

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 [RESEARCH 5: Having a Hook](#) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659618>)



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Mon Oct 12, 2020  [Prosem in Anthropology: Regular Class Meeting](https://webcourses.ucf.edu/calendar?event_id=1909587&include_contexts=course_1359209)  
([https://webcourses.ucf.edu/calendar?event\\_id=1909587&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909587&include_contexts=course_1359209)) 6pm to 9pm


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Sun Oct 18, 2020  [CAREER 6: Applied Job Postings and Descriptions](https://webcourses.ucf.edu/courses/1359209/assignments/6659602)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659602>) due by 11:59pm


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 [RESEARCH 6: Stating Your Purpose](https://webcourses.ucf.edu/courses/1359209/assignments/6659619)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659619>) due by 11:59pm


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Mon Oct 19, 2020  [Prosem in Anthropology: Regular Class Meeting](https://webcourses.ucf.edu/calendar?event_id=1909588&include_contexts=course_1359209)  
([https://webcourses.ucf.edu/calendar?event\\_id=1909588&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909588&include_contexts=course_1359209)) 6pm to 9pm

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Wed Oct 21, 2020  [PORTFOLIO 1: CVs and Resumes](https://webcourses.ucf.edu/courses/1359209/assignments/6659606)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659606>) due by 11:59pm


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Mon Oct 26, 2020  [Prosem in Anthropology: Regular Class Meeting](https://webcourses.ucf.edu/calendar?event_id=1909589&include_contexts=course_1359209)  
([https://webcourses.ucf.edu/calendar?event\\_id=1909589&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909589&include_contexts=course_1359209)) 6pm to 9pm

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Sun Nov 1, 2020  [RESEARCH 7: Tables, Charts and Graphs, Oh My!](https://webcourses.ucf.edu/courses/1359209/assignments/6659620)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659620>) due by 11:59pm

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Mon Nov 2, 2020  [Prosem in Anthropology: Regular Class Meeting](https://webcourses.ucf.edu/calendar?event_id=1909590&include_contexts=course_1359209)  
([https://webcourses.ucf.edu/calendar?event\\_id=1909590&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909590&include_contexts=course_1359209)) 6pm to 9pm










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 [PROJECT: MicroTeach Proposal](https://webcourses.ucf.edu/courses/1359209/assignments/6659610)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659610>) due by 11:59pm

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 [PORTFOLIO 2: Teaching](#)


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Wed Nov 4, 2020	<b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659607">Assignment</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659607">https://webcourses.ucf.edu/courses/1359209/assignments/6659607</a> )	due by 11:59pm
Mon Nov 9, 2020	 <b><a href="https://webcourses.ucf.edu/calendar?event_id=1909591&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1909591&amp;include_contexts=course_1359209">https://webcourses.ucf.edu/calendar?event_id=1909591&amp;include_contexts=course_1359209</a> )	6pm to 9pm
Wed Nov 11, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659608">PORTFOLIO 3: Research / Diversity / Personal / Teaching Statement</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659608">https://webcourses.ucf.edu/courses/1359209/assignments/6659608</a> )	due by 11:59pm
Sun Nov 15, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659603">CAREER 7: Go SWOT Yourself</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659603">https://webcourses.ucf.edu/courses/1359209/assignments/6659603</a> )	due by 11:59pm
Mon Nov 16, 2020	 <b><a href="https://webcourses.ucf.edu/calendar?event_id=1909592&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1909592&amp;include_contexts=course_1359209">https://webcourses.ucf.edu/calendar?event_id=1909592&amp;include_contexts=course_1359209</a> )	6pm to 9pm
Wed Nov 18, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659609">PORTFOLIO 4: Cover Letter</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659609">https://webcourses.ucf.edu/courses/1359209/assignments/6659609</a> )	due by 11:59pm
Sun Nov 22, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659604">CAREER 8: Show Me the Money</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659604">https://webcourses.ucf.edu/courses/1359209/assignments/6659604</a> )	due by 11:59pm
Sun Nov 22, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659621">RESEARCH 8: Experiments and Surveys</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659621">https://webcourses.ucf.edu/courses/1359209/assignments/6659621</a> )	due by 11:59pm
Mon Nov 23, 2020	 <b><a href="https://webcourses.ucf.edu/calendar?event_id=1909593&amp;include_contexts=course_1359209">Prosem in Anthropology: Regular Class Meeting</a></b> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1909593&amp;include_contexts=course_1359209">https://webcourses.ucf.edu/calendar?event_id=1909593&amp;include_contexts=course_1359209</a> )	6pm to 9pm
Sun Nov 29, 2020	 <b><a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659596">CAREER 10: Professional Work/Life Balance</a></b> ( <a href="https://webcourses.ucf.edu/courses/1359209/assignments/6659596">https://webcourses.ucf.edu/courses/1359209/assignments/6659596</a> )	due by 11:59pm

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 [CAREER 9: Rules of Engagement](https://webcourses.ucf.edu/courses/1359209/assignments/6659605) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659605>)


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Mon Nov 30, 2020  [Prosem in Anthropology: Regular Class Meeting](https://webcourses.ucf.edu/calendar?event_id=1909594&include_contexts=course_1359209) 6pm to 9pm  
([https://webcourses.ucf.edu/calendar?event\\_id=1909594&include\\_contexts=course\\_1359209](https://webcourses.ucf.edu/calendar?event_id=1909594&include_contexts=course_1359209))

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Wed Dec 2, 2020  [PROJECT: Poster of Micro-Teach](https://webcourses.ucf.edu/courses/1359209/assignments/6659611) due by 11:59pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659611>)

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Mon Dec 7, 2020  [PROJECT: Seminar Presentation](https://webcourses.ucf.edu/courses/1359209/assignments/6659612) due by 1pm  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659612>)

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 [CAREER 3: T-Shapes and Objectives](https://webcourses.ucf.edu/courses/1359209/assignments/6659599)  
(<https://webcourses.ucf.edu/courses/1359209/assignments/6659599>)

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# Course Syllabus

[Jump to Today](#)



## Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Ph.D. in Integrative Anthropological Sciences, Anthropology MA, or CI.

Fall 2020: Thursdays at 6-8:50pm via Zoom. Weekly class access via Zoom link in Webcourses. Remote instruction only.

## Instructor Contact Information

**Professor:** Stacy Barber

**Office:** Howard Phillips Hall 309D

**Course-Related Email:** Webcourses Email Client

**Secondary Email:** sarah.barber@ucf.edu

**Phone:** (407) 823-2207

**Office Hours:** 3:00 - 4:00 pm Thursday (dedicated to this class), or by appointment; Zoom only

## Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology's subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

## Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:

- 1) articulate how theory informs archaeological research;
- 2) explain the principles behind some of the major archaeological methods;
- 3) articulate the basic tenets of the major theoretical schools of archaeology in the 20<sup>th</sup> and 21<sup>st</sup> centuries and understand how these connect to broader trends in anthropology as a whole;
- 4) recognize theoretical approaches in published research;
- 5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;
- 6) articulate the principles governing ethical archaeological practice; and
- 7) apply theoretical approaches and ethical principles to their own research.

## Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses. The Johnson text is available for 21-day checkout in the library and individual chapters can be downloaded. Note that there are often limits to the number of students who can check out a book at once, so you may find that you need a hard copy of the book.

Johnson, Matthew, *Archaeological Theory*, 3<sup>rd</sup> edition. 2019, Oxford: Blackwell.

## Useful Web Sites

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

## Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Due Date	Weight	
			Toward Final Grade	Point Value
Participation and Attendance	Routinely contributing to the class discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class.  Submitted in person	Weekly	12	120
Discussion leadership	Leading part of the class discussion for one week of class	Once per semester	10	100

Weekly written assignments	The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries.  Submitted through Webcourses.	11:59am the day after class	13	130
Bibliography	A 15-source bibliography for your term paper, with the five most important sources annotated.  Submitted through Webcourses.	October 23 at 11:59pm	10	100
Term paper	A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words).  Submitted through Webcourses.	Due December 10 at 9:00am	40	400
Presentation	A 15-minute, SAA-style presentation of the subject matter of the term paper, followed by 5 minutes of Q&A	December 3 & 10 in class	15	150
Final Exam	There is no final exam in this course		0	0
TOTAL			100	1000

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.
- You may need to work as a team to complete the discussion leadership requirement. If you don't pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

## Grading Scale

Letter Grade	Percent of Total Raw Score
A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below

## Covid Policies for 2020 School Year

### University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf> (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>)). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered



disruptive (please see the [Golden Rule \(https://goldenrule.sdes.ucf.edu/\)](https://goldenrule.sdes.ucf.edu/) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### **Accessing the Synchronous Component of Class**

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides \(https://cdl.ucf.edu/support/webcourses/zoom/\)](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support \(https://cdl.ucf.edu/support/\)](https://cdl.ucf.edu/support/) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

### Professionalism and Parenting during Zoom Sessions

While Zoom sessions obviously cannot have the same formality as a classroom setting, it is expected that you will treat classes in as professional manner as possible. This includes wearing attire appropriate for a university course, removing distractions from your environment, finding a place where you can sit upright and focus on your classmates.

That said, parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary.

## (Usual) Policies

Topic	Policy
Contacting the professor	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.

### Accessing On-line Course Content

You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Readings unavailable through the UCF Libraries website will also be available through Webcourses.

### Grading and evaluation

Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus.

If you receive two  $\sqrt{-}$  grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three  $\sqrt{-}$  grades on weekly written assignments will result in your final grade being dropped by 1 letter.

### Attendance and Participation

Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter.

If you receive a  $\sqrt{-}$  grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three  $\sqrt{-}$  grades in participation will result in your grade being dropped by 1 letter.

Participation is an important component of this class. While debate and differing opinions are encouraged in this class,

remember that this is a professional setting: please be respectful and polite to your classmates.

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.

#### Deadlines and Make-ups

I will give students **one** opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).

#### Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

**Course Accessibility** We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> (<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.

**Emergency  
Procedures**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <[http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) ([http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html))>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (<http://www.ehs.ucf.edu/AEDLocations-UCF>) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu/>) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk).

### Deployed Active Military Students

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

# Summary of Topics:

Week-Class Date: Topic:










1--August 27	What is Archaeological Theory?
2--September 3	Archaeology as Anthropology
3--September 10	Fieldwork (term paper topic preferences due this week)
4--September 17	Early Professional Archaeology
5--September 24	Dating techniques
6--October 1	New Archaeology
7--October 8	The Postprocessual Critique
8--October 15	Processual, Processual-plus, and Marxist Archaeologies
9--October 22	Agency and Agency-Related Approaches
10--October 29	Gender and Identity
11--November 5	Landscape and Geospatial Methods
12--November 12	Curation, Stakeholders, and the Public (annotated bibliography due this week)
13--November 19	Where we go from here (final weekly writing assignment due this week)
14--December 3	Presentations
15--December 10	Presentations

# Course Summary:










**Date**










**Details**










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Date	Details	
Thu Aug 27, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965877&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965877&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965877&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965859&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965859&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965859&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Aug 28, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713286">Week 1 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713286">https://webcourses.ucf.edu/courses/1363991/assignments/6713286</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965878&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965878&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965878&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Sep 3, 2020	 <a href="https://webcourses.ucf.edu/appointment_groups/6341">Discussion Leadership</a> ( <a href="https://webcourses.ucf.edu/appointment_groups/6341">https://webcourses.ucf.edu/appointment_groups/6341</a> )	6pm to Nov 19 at 8pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965860&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965860&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965860&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Sep 4, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713288">Week 2 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713288">https://webcourses.ucf.edu/courses/1363991/assignments/6713288</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965879&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965879&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965879&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Sep 10, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965861&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965861&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965861&amp;include_contexts=course_1363991</a> )	6pm to 9pm












Date	Details	
Fri Sep 11, 2020	 <a href="#">Week 3 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713290">https://webcourses.ucf.edu/courses/1363991/assignments/6713290</a> )	due by 11:59am
Thu Sep 17, 2020	 <a href="#">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965880&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965880&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Sep 17, 2020	 <a href="#">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965862&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965862&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Sep 18, 2020	 <a href="#">Week 4 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713292">https://webcourses.ucf.edu/courses/1363991/assignments/6713292</a> )	due by 11:59am
Thu Sep 24, 2020	 <a href="#">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965881&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965881&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Sep 24, 2020	 <a href="#">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965863&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965863&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Sep 25, 2020	 <a href="#">Week 5 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713294">https://webcourses.ucf.edu/courses/1363991/assignments/6713294</a> )	due by 11:59am
Fri Sep 25, 2020	 <a href="#">Term Paper Topics</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713276">https://webcourses.ucf.edu/courses/1363991/assignments/6713276</a> )	due by 11:59pm
Thu Oct 1, 2020	 <a href="#">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965882&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965882&amp;include_contexts=course_1363991</a> )	3pm to 4pm

Date	Details	
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965864&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965864&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965864&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Oct 2, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713296">Week 6 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713296">https://webcourses.ucf.edu/courses/1363991/assignments/6713296</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965883&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965883&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965883&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Oct 8, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965865&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965865&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965865&amp;include_contexts=course_1363991</a> )	6pm to 9pm
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713299">Week 7 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713299">https://webcourses.ucf.edu/courses/1363991/assignments/6713299</a> )	due by 11:59am
Fri Oct 9, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965884&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965884&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965884&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965866&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965866&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965866&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Thu Oct 15, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713303">Week 8 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713303">https://webcourses.ucf.edu/courses/1363991/assignments/6713303</a> )	due by 11:59am
Fri Oct 16, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965885&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965885&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965885&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Oct 22, 2020		

Date	Details	
Fri Oct 23, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965867&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965867&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965867&amp;include_contexts=course_1363991</a> )	6pm to 9pm
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713306">Week 9 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713306">https://webcourses.ucf.edu/courses/1363991/assignments/6713306</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713270">Bibliography</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713270">https://webcourses.ucf.edu/courses/1363991/assignments/6713270</a> )	due by 11:59pm
Thu Oct 29, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965886&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965886&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965886&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965868&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965868&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965868&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Oct 30, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713279">Week 10 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713279">https://webcourses.ucf.edu/courses/1363991/assignments/6713279</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965887&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965887&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965887&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Nov 5, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965869&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965869&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965869&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Nov 6, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713281">Week 11 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713281">https://webcourses.ucf.edu/courses/1363991/assignments/6713281</a> )	due by 11:59am

Date	Details	
Thu Nov 12, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965888&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965888&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965888&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965870&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965870&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965870&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Nov 13, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713283">Week 12 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713283">https://webcourses.ucf.edu/courses/1363991/assignments/6713283</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965889&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965889&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965889&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Nov 19, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965871&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965871&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965871&amp;include_contexts=course_1363991</a> )	6pm to 9pm
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713272">Discussion Leadership</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713272">https://webcourses.ucf.edu/courses/1363991/assignments/6713272</a> )	due by 11:59pm
Fri Nov 20, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713285">Week 13 Writing Assignment</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713285">https://webcourses.ucf.edu/courses/1363991/assignments/6713285</a> )	due by 11:59am
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965890&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965890&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965890&amp;include_contexts=course_1363991</a> )	3pm to 4pm
Thu Nov 26, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965872&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965872&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965872&amp;include_contexts=course_1363991</a> )	6pm to 9pm

Date	Details	
Thu Dec 3, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965891&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965891&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965891&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965873&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965873&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965873&amp;include_contexts=course_1363991</a> )	6pm to 9pm
Fri Dec 4, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713271">Class Participation</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713271">https://webcourses.ucf.edu/courses/1363991/assignments/6713271</a> )	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713274">Final Paper</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713274">https://webcourses.ucf.edu/courses/1363991/assignments/6713274</a> )	due by 9am
Thu Dec 10, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965892&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965892&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965892&amp;include_contexts=course_1363991</a> )	3pm to 4pm
	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965874&amp;include_contexts=course_1363991">ANG6110-20Fall 0001</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965874&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965874&amp;include_contexts=course_1363991</a> )	6pm to 9pm
	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713275">Presentation</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713275">https://webcourses.ucf.edu/courses/1363991/assignments/6713275</a> )	due by 6pm
Wed Dec 16, 2020	 <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713273">Final Grade</a> ( <a href="https://webcourses.ucf.edu/courses/1363991/assignments/6713273">https://webcourses.ucf.edu/courses/1363991/assignments/6713273</a> )	due by 12pm
Thu Dec 17, 2020	 <a href="https://webcourses.ucf.edu/calendar?event_id=1965893&amp;include_contexts=course_1363991">Virtual Office Hours</a> ( <a href="https://webcourses.ucf.edu/calendar?event_id=1965893&amp;include_contexts=course_1363991">https://webcourses.ucf.edu/calendar?event_id=1965893&amp;include_contexts=course_1363991</a> )	3pm to 4pm

**Date****Details****[ANG6110-20Fall 0001](#)**

[https://webcourses.ucf.edu/calendar?event\\_id=1965875&include\\_contexts=course\\_1363991](https://webcourses.ucf.edu/calendar?event_id=1965875&include_contexts=course_1363991)

6pm to 9pm

**[Week 1](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713277>

**[Week 10](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713278>

**[Week 11](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713280>

**[Week 12](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713282>

**[Week 13](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713284>

**[Week 2](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713287>

**[Week 3](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713289>

**[Week 4](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713291>

**[Week 5](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713293>

**Date****Details**

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**[Week 6](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713295>

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**[Week 7](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713297>

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**[Week 8](#)**

<https://webcourses.ucf.edu/courses/1363991/assignments/6713301>

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**[Week 9](#)**

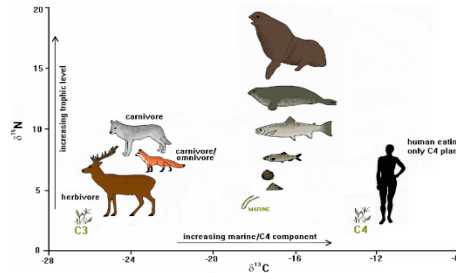
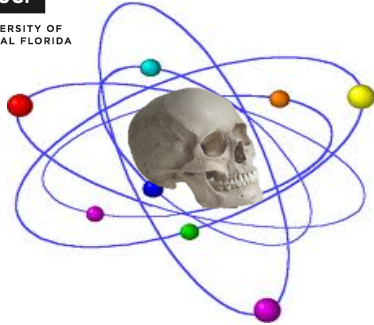
<https://webcourses.ucf.edu/courses/1363991/assignments/6713304>

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# Integrative Isotopic Sciences

## ANG6189



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

### Instructor Contact

Instructor	Dr. J. Marla Toyne Associate Professor
Office	Howard Phillips Hall, 409R
Meeting Time & Location	<b>BIO 209</b> Monday 3-5:50pm OR ZOOM via WebCourses

Office Hours	ONLINE: Friday 1:00-3:00pm or by apt, ZOOM via WebCourses
Phone	(407) 823-1927
E-mail	j.marla.toyne@ucf.edu

### I. Welcome!

### II. University Course Catalog Description

Theoretical and methodological aspects of stable isotope analysis of contemporary and archaeological materials for the determination of human migration, origins, diet, and physiology.

### III. Course Description

This course focuses on primary literature in stable isotope ecology, which uses naturally occurring variation in  $\delta^{13}\text{C}$ ,  $\delta^{15}\text{N}$ ,  $\delta^{18}\text{O}$ , and  $^{86/87}\text{Sr}$  as markers of organismal and ecological processes. The focus will be on human studies (both archaeological and contemporary), including dietary and food web analysis, nutrient allocation, migration, and metabolic processes specific to stable isotope analysis.

### IV. Course Objectives

- To develop an understanding of current methodological and theoretical approaches using stable isotopes in anthropological research.
- Understand isotopes in natural systems and key concepts of stable isotope fractionation.



- Be able to explain how isotopes of carbon and oxygen are used to understand the carbon and hydrological cycles and to reconstruct the Earth's climate history, including recent anthropogenic changes.
- Be able to explain how isotopes of carbon, nitrogen, oxygen, and strontium can be used to reconstruct life history and how they are used to infer paleo/diets and paleo/migration of animals and humans.
- To review comprehensively the literature (original and recent) to develop critical thinking skills in research.

## V. Learning Objectives

With diligent effort, the student should be able to do the following at the completion of this course.

- To develop competency in understanding the basic principles of stable isotope ecology, analysis, and interpretation.
- To learn the history of isotopic studies and summarize current published literature on new advances in the field.
- To develop working knowledge of the mechanics and methods for sample preparation and laboratory protocols.
- To explore data organization, analysis, and interpretation using data sets for a regional survey research.
- To examine the value of isotope studies for studying the human past and present to higher order questions of anthropological interest.

## VI. Course Prerequisites

Acceptance in the MA or PhD in Integrative Anthropological Sciences.

## VII. Course Credits

3 credit hours

## VIII. Course Requirements

- Regular attendance and participation in course lectures and discussions.
- Submission of written summaries, graded assignments, final paper/presentation, and individual in-class discussion of readings.
- Collaboration in the creation of stable isotope bibliographies.
- Each class will include a weekly Discussion lead by a selected student.

### Seminar Structure:

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided in a lecture style format, while discussions will focus on specific readings assigned for that week.

## IX. Recommended Texts

### Main books: (Available at UCF BOOKSTORE or alternative sources as PDFs)

- Fry, B. (2006). *Stable isotope ecology*. New York: Springer.
- Sharp, Z. (2007). *Principles of Stable Isotope Geochemistry*. Upper Saddle River, NJ: Pearson Education.
- Meier Augenstein, W. (2018). *Stable isotope forensics an introduction to the forensic application of stable isotope analysis*. 2<sup>nd</sup> edition. Hoboken, NJ: Wiley-Blackwell.

### Other Recommended Resources: (Available as PDFs on Webcourses)

- Michener, R.H., & Lajtha, K., (Ed.). (2007). *Stable isotopes in ecology and environmental science*. Malden, MA Blackwell Publishers.
- Grupe, G., & McGlynn, G.C. (2016). *Isotopic landscapes in bioarchaeology*. New York: Springer.
- Hoefs, J. (2018). *Stable isotope geochemistry*. New York: Springer Science Media.

## Weekly Supplemental Readings

- **Required Articles:** these will be available for download as PDFs on Canvas or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed in the SCHEDULE and READING LIST. In addition to these required articles, I may post “Supplements” – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics.
- Additional important website or news reports will be linked to the course Webcourses.
- Students will also be expected to independently find resources and present new materials to the class.

## X. Evaluation

Grades will be based on a student’s scores weighted in the following:

Article Discussion and Participation:	10%
Bring/Find Discussion leadership:	10%
Written Summaries:	20%
Activity 1 through 3:	25% (see Webcourses)
Research Proposal/Outline:	5% (Outline and prelim bibliography)
Regional Research Paper:	20% (10-15 page literature review)
Final Research Presentation:	10% (10 min summary)
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Total	100%

### Grading Scale (%)

100-95	A	86-84	B	76-74	C	66-64	D
94-90	A-	83-80	B-	73-70	C-	63-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

**Reminder:** Graduate Students should be aware that a minimum of a B is required to demonstrate adequate progress in a graduate level course and for this course to count towards your degree and graduation.

## XI. Grade Dissemination

Grades and feedback will be made available via Webcourses.

## XII. Learning Assessment

### Participation:

Regular attendance and participation in class and assignments are required. Attendance will be considered. The broad variety of topics discussed in this course makes regular attendance critical in achieving an exemplary grade in this course. We will also take time to discuss our research paper ideas as topics come up. I also expect students to participate in the collaborative bibliography pages.

### Weekly Seminar Discussions:

There is a lot of reading in this course. Each week will include a topical discussion of a series of 4-5 assigned readings. Everyone will be responsible for reading and summarizing (see below) each article or chapter and participating in the class discussion with questions and comparisons. Each student will be responsible for 1 Bring/Find week and will be evaluated on their selection and discussion leadership. On weeks that we have a Bring/Find, 2 students will sign up to add 1 article each (posted to Discussion Board minimum the week before). ALL students must read the new Bring/Find articles in addition to the required readings. They will also contribute a brief summary and LEAD a critical discussion with the class of all the weekly articles including what they found and contributed to the broader discussion. Since it is meant to be a conversation among scholars – Powerpoints or handouts are not necessary unless there is some relevant diagram or model that you would like to share. See **Webcourses** for more information about formatting and suggestions for Bring/Find.

### Topical Summaries:

10 short written topical summaries (2 pages single-spaced) will be submitted weekly during this course. These directed and referenced annotation-like summaries are based on required weekly readings and additional sources are designed to provide a student with critical thinking and synthesizing skills. You may use diagrams/illustrations to support your answers, but they must be necessary and correctly sourced and referenced. All bibliographic referencing must follow AJPA style (separate page after summary). Assignments will be due online by **Monday by noon** before the class discussion. See **Webcourses** for more information about formatting and suggestions for Summaries.

### Written Assignments/Activities:

There will be 4 analytical activities. 1) Sample and method selection, 2) Using  $\delta^{13}\text{C}$  and  $\delta^{15}\text{N}$  for data organization and dietary analysis, 3) Using  $\delta^{18}\text{O}$  and Sr ratio data for data organization

and mobility analysis; 4) Final regional research activity. The Final Regional Research summary project will require a meeting with the professor to identify a topic, a proposal, and outline review, and the final presentation in class during final exams. See **Webcourses** for more information about formatting and suggestions for each activity.

ALL written assignments for this course must be word-processed and fulfill the basic requirements for **AJPA** (American Journal of Physical Anthropology) referencing and formal academic papers (12-point Times New Roman or Calibri font, single-spaced, 1 inch margins, always include page numbers, even if only a single page). Spelling and grammar are also very important and will be taken into consideration.

### XIII. Course Policies: Grades

**Grading and Evaluation:** Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.

**Late Work Policy:** You also should note that late assignments, reports, and term papers will be penalized by one percent of Final Grade per day unless an extension is legitimately warranted and approved by the course instructor in advance of the assignment due date. Major extensions will not be given except in the most extenuating circumstances or with medical paperwork. Assignments submitted later than 7 days after due date without instructor approval will not be graded and a zero will be assigned for that assignment.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

### XIV. Required Statement Regarding COVID-19

#### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

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

**Email:** In order to protect your private information and keep everything in one place, communication between the students and the professor will take via Webcourses. Please observe appropriate netiquette and use professional language when emailing your professor.

**Contacting the professor:** In this class our official mode of communication is through the email located inside Webcourses or through UCF email – [J.marla.toyne@ucf.edu](mailto:J.marla.toyne@ucf.edu) . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at [j.marla.toyne@ucf.edu](mailto:j.marla.toyne@ucf.edu) (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANG 6189 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Also check Webcourses for common questions asked and their answers via the discussion boards

**Webcourses@UCF:** This is a Face to Face course, but some live synchronous meetings may also take place via ZOOM during our schedule class time. In addition, course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF.

Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

## XVI. Course Policies: Student Expectations

**Attendance Policy: Attendance** is important for your success in this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. **Participation** is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates

- Course Etiquette: **Be on time.**
- **Cell phones will be turned off** and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use.
- While computers/laptops may be useful for notes or necessary for ONLINE class, they are for **taking notes. Turn OFF notifications.** Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone's learning experience.
- **Be polite, please.** This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, and the diverse issues and topics that will be presented.
- **Do NOT hesitate to ask questions,** make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that **we will not tolerate language and behavior** in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to online assignments, discussions, and exams as well.

Zoom Policy: **Meeting Expectations:** Since we may be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-

to-face meetings and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- **Join early.** Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance.
- **Find a quiet place to attend class,** with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise.
- **Enable video.** Have your video on unless you truly are experiencing connection issues.
- **You're on camera!** Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- **Avoid using zoom backgrounds.** Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue.
- **Lighting.** Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- **Camera level.** Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- **Microphone.** Mute your microphone when not talking.
- **Raising your hand.** If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Toyne can call on you. This will prevent you from speaking over / speaking at the same time as other participants. Chat can be used to set up questions if we have time to discuss them. But live questions are best.

**Deadlines and Make-ups:** Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>.

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

An alternative assignment or make up exam may be offered.

**Late Work Policy and Grades of 'Incomplete':** Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an

incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

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

**Academic conduct:** Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

**Academic Integrity:** UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

Students should familiarize themselves with UCF’s Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>.

According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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

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



**Turinitin.com:** In this course we will utilize turnitin.com. All assignments are automatically scanned by turnitin.com when they are submitted via Webcourses.

**University Writing Center:** This is a **graduate-level seminar**. My expectation is that you are already a **strong writer**. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (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 <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations.

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

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

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

**Discrimination:** I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas

or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

**Religious Observances:** Students are expected to notify their instructor 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.

## XVII. 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.

## XVIII. 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.

## XIX. Important Dates to Remember

The FALL Academic calendar can be found online at: <http://calendar.ucf.edu/2020/fall>

Drop/Swap Deadline: August 28th

Withdrawal Deadline: October 20th

Thanksgiving and online afterwards: November 25<sup>th</sup>

<b>Disclaimer</b>	Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student’s responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.
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### SCHEDULE (Outline) (May be subject to minor changes as required) ON WEBCOURSES

Week	Date	Assigned	Topic	REQUIRED Readings (to be finished before class)
1	Aug 24	<b>INTRO QUIZ</b>	Introduction What are stable isotopes? Fractionation and Distribution.	<ul style="list-style-type: none"> <li>• Fry (2006) Chapter 1 and Chapter 2</li> <li>• Meier-Augenstein – Section I</li> <li>• Katzenberg/Waters-Rist (2019)</li> </ul>
2	Aug 31	<b>Topic 2</b>	Basics of Plant Ecology and Environmental Factors	<ul style="list-style-type: none"> <li>• Fry (2006) Chapter 3</li> <li>• Koch (2007)</li> <li>• Marshall et al. (2007)</li> <li>• TBD??</li> </ul>

3	Sept 7 HOLIDAY	<b>NO CLASS</b> <b>reading</b> <b>ahead to</b> <b>discuss</b> <b>next</b> <b>week</b>	Human Biological Tissues, Archaeological Materials and Stable Isotope Analysis - diagenesis	<ul style="list-style-type: none"> <li>• Fry (2006) Chapter 4 (discussion)</li> <li>• Fahy et al. (2017)</li> <li>• Dupras/Tocheri (2007)</li> <li>• Bell et al. (2001)</li> <li>• Nelson et al. (1986)</li> </ul>
4	Sept 14  Sept 18	<b>Topic 3/4</b>  <b>Assign#1</b>	Sample Preparation & Instrumentation	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section II Longin (1971)</li> <li>• Ambrose (1990)</li> <li>• Pestle (2010)</li> <li>• Garvie-Lok et al. (2004)</li> <li>• Shemesh (1990)</li> </ul>
5	Sept 21  Sept 25	<b>Topic 7</b>  <b>TOPIC</b> <b>DUE</b>	Carbon Isotopes – Distribution	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section I</li> <li>• Deniro &amp; Epstein (1978)</li> <li>• Ambrose &amp; Norr (1993)</li> <li>• von Caemmerer (1992)</li> <li>• Ambrose (1993)</li> </ul>
6	Sept 28		Carbon Isotopes - Interpretation	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section I</li> <li>• Tieszen &amp; Fagre (1993)</li> <li>• Metcalfe et al. 2008</li> <li>• Walter &amp; Leslie (2009)</li> <li>• BRING/FIND x2</li> </ul>
7	Oct 5	<b>Topic 8</b>	Nitrogen Isotopes – Distribution	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section I</li> <li>• Schoeninger et al. (1983)</li> <li>• Ambrose (1991)</li> <li>• Fuller et al. (2006)</li> <li>• Hedges et al. (2007)</li> </ul>
8	Oct 12  Oct 16	<b>Assign</b> <b>#2</b>	Nitrogen Isotopes – Interpretations	<ul style="list-style-type: none"> <li>• Olsen et al. (2014)</li> <li>• Fuller et al. (2005)</li> <li>• Szpak et al. (2014)</li> <li>• BRING/FIND x2</li> </ul>
9	Oct 19	<b>Topic 9</b>	Oxygen Isotopes – Distribution	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section I</li> <li>• Luz &amp; Kolodny (1985)</li> <li>• Daux et al. (2006)</li> <li>• Schoeninger et al. (2002)</li> <li>• Knudson (2009)</li> </ul>
10	Oct 26		Oxygen Isotopes – Interpretations	<ul style="list-style-type: none"> <li>• Pollard et al. (2012)</li> <li>• White et al. (2004)</li> <li>• Gagnon et al. (2015)</li> <li>• TBA</li> <li>• BRING FIND x2</li> </ul>
11	Nov 2	<b>Topic 10</b>	Strontium Isotopes - Distribution	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section I</li> </ul>

		<b>PROP OUTLINE</b>		<ul style="list-style-type: none"> <li>• Bentley (2006)</li> <li>• Evans et al. (2009)</li> <li>• Sealy et. Al (1991)</li> <li>• TBA</li> </ul>
12	Nov 9	<b>Assign #3</b>	Strontium Isotopes – Interpretations	<ul style="list-style-type: none"> <li>• Wright (2005)</li> <li>• Barbarena et al. (2017)</li> <li>• Richards et al. (2008)</li> <li>• Nowell &amp; Horstwood (2009)</li> <li>• BRING FIND x2</li> </ul>
13	Nov 16	<b>Topic 12</b>	Archaeological Considerations: Foodwebs and baselines	<ul style="list-style-type: none"> <li>• Fry (2006) Chapter 5</li> <li>• Szpak et al. (2013)</li> <li>• Casey/Post (2007)</li> <li>• Bowen (2010)</li> <li>• BRING FIND x2</li> </ul>
14	Nov 23	<b>Topic 13</b>	Archaeological Considerations: New sources and Data comparisons	<ul style="list-style-type: none"> <li>• Knudson/Price (2007)</li> <li>• Salesse (2018) Isoarch</li> <li>• Tsutaya (2017)</li> <li>• Jauoen/Pons (2017)</li> <li>• BRING FIND x2</li> </ul>
15	Nov 30	<b>Topic 14</b>	Forensic & contemporary contexts and issues	<ul style="list-style-type: none"> <li>• Meier-Augenstein – Section III</li> <li>• Bartelink et al. (2014)</li> <li>• Reitsema (2013)</li> <li>• D’Ortenzio et al. (2015)</li> <li>• Eerkens et al. (2011)</li> <li>• BRING FIND x2</li> </ul>
16	Dec 7 4pm	<b>Assign #4 FINAL QUIZ</b>	Final Research Presentations	

# ETHNOGRAPHIC RESEARCH METHODS



ANG 6801  
Section 0001

Fall 2020  
Tuesday: 6:00 pm – 8:50 pm  
Video Streaming  
3 Credit Hours

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Dr. Shana Harris  
Department of Anthropology  
Howard Phillips Hall 409N  
shana.harris@ucf.edu  
407-823-4963  
Office Hours: Tuesday, 3:30pm – 5:30pm

## Course Description

Ethnography is the backbone of cultural anthropology; it is our primary research method *and* genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete several exercises to practice their ethnographic skills and work toward their own research goals.

## Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

## Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences Ph.D., or Consent of Instructor

## Student Learning Objectives

This course has three learning objectives: 1) to expose you to major issues and debates surrounding ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

## Class Structure

This course will use Zoom for synchronous (“real time”) class meetings. Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom>. In order to use Zoom, you must sign into the Zoom session using your NID and password. Please note that these sessions will be recorded. If you have any technical issues accessing Zoom, please contact Webcourses@UCF Support: <https://cdl.ucf.edu/support/webcourses>.

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short “lectures” will cover specific topics and perspectives on the week’s topic, while discussions will focus on the readings assigned for that week.

## Course Requirements

### *Attendance*

Attendance will not be monitored this semester. However, it will be to your utmost advantage to attend every class in order to get the most out of the course material. Please let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss class.

### *Reading and Participation*

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities every week.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be emailed to Dr. Harris no later than 12:00pm on the day of class. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

### *Reading Reflections*

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, single-spaced, 1” margins on all sides, Times New Roman 12-point font, bibliography,

Chicago Style citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to class**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 14 Reading Reflections, but **your lowest Reading Reflection grade will be dropped** at the end of the semester.

### ***CITI Training***

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out/screenshot from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: [https://graduate.ucf.edu/pathways-to-success/#CITI Training](https://graduate.ucf.edu/pathways-to-success/#CITI%20Training).

### ***Project***

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around **three 30-minute interviews** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, single-spaced, 1" margins on all sides, Times New Roman 12-point font).

### ***Project Presentation***

You will give an in-class 20-30 minute presentation on your project at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide information on how to give an oral presentation on a research project as the semester progresses.

### ***Grading Structure***

Reading Reflections (13 out of 14)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

### ***Grading Scale***

Reading Reflections, project assignments, project presentation, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

## Course Policies

### ***Respectful Behavior***

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

### ***Zoom Meeting Expectations***

Even though we will be using Zoom for this course, you are still expected to follow proper classroom etiquette. Think of the weekly Zoom meetings as face-to-face meetings, and conduct yourself as you would if the whole class was in the same room. Improper behavior will not be tolerated during Zoom meetings and may result in a referral to the Office of Student Conduct.

In addition, here are some useful tips for ensuring that the meetings go smoothly for everyone:

- *Join early.* Signing on 5 minutes before class time will ensure that you do not miss any activities or information shared at the beginning of class.
- *Enable video.* Have your video on unless you truly are experiencing connection issues.
- *You're on camera!* Be aware that you are on camera, and try to avoid doing other tasks during class, such as checking emails, scrolling through Instagram, looking at your phone, etc.
- *Camera level.* Adjust your camera to be around your eye level, if possible. In particular, take note of the angle of your laptop screen if you are using a built-in camera.
- *Microphone.* Mute your microphone when not talking.
- *Be in a quiet space.* Find a space without interruptions or background noise.
- *Lighting.* Avoid backlight from bright windows and have good lighting on your face so that you can be seen clearly.
- *Raising your hand.* If you have a question or comment, use Zoom's "Raise Hand" function so that Dr. Harris can call on you. This will prevent you from speaking over/speaking at the same time as other participants.

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

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

### ***Late Policy***

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

### ***Grade Disputes***

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office



hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

### ***Academic Integrity***

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance.* Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Plagiarism.* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Multiple submissions.* Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

### ***Responses to Academic Misconduct***

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

### ***Student Accessibility***

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential

course access and accommodations that might be necessary and 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. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

### ***Course Accessibility and Disability COVID-19 Supplemental Statement***

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with Dr. Harris and should contact sas@ucf.edu to discuss specific accommodations for this course.

### ***Campus Safety***

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email 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 Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

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

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

### ***Make-Up Assignments for Authorized University Activities***

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

### ***Religious Observance***

You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

### ***University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes***

Everyone is required to wear a facial covering inside all common spaces and classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Dr. Harris will ask anyone who is not wearing facial coverings to leave the classroom. If they refuse to leave or put on a facial covering, they may be considered disruptive (see Golden Rule for behavior expectations). Dr. Harris has the right to cancel class if the safety and well-being of class members are in jeopardy. Students are responsible for the material that would have been covered in class.

### ***Notifications in Case of Changes to Course Modality***

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses or Knights email about changes specific to this course.

### ***COVID-19 and Illness Notification***

If you believe that you may have a COVID-19 diagnosis, you should contact UCF Student Health Services (407-823-2509) so that proper contact tracing procedures can take place.

You should not come to campus if you are ill, are experiencing any COVID-19 symptoms, have tested positive for COVID, or if anyone living in your residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](http://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).

You should contact Dr. Harris as soon as possible if you miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, you should contact Dr. Harris before missing class.

### ***In Case of Faculty Illness***

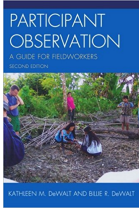
If Dr. Harris falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements in Webcourses or Knights email for any alterations to this course.

### ***Academic Activity Record***

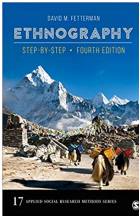
You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **Friday, August 28**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

## Required Texts

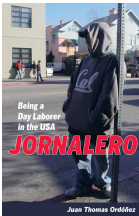
The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2019. *Ethnography: Step-By-Step*. 4th Edition. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Several additional readings are also required and available electronically on the Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at <https://webcourses.ucf.edu>, go to Courses, and select ANG6801-20Fall 0001. Technical support for Webcourses is available at [webcourses@ucf.edu](mailto:webcourses@ucf.edu) or 407-823-0407.

## Course Schedule

### Week 1

#### Tuesday, August 25

- TOPIC: Course Overview / Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

Fetterman, pg. 1-41

McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15: 1-10.

## Week 2

Tuesday, September 1

Reading  
Reflection #1

- TOPIC: “The Field”
- READINGS: Markowitz, Lisa. 2001. “Finding the Field: Notes on the Ethnography of NGOs.” *Human Organization* 60: 40-46.

Nader, Laura. 1972. “Up the Anthropologist: Perspectives Gained from Studying Up.” In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Passero, Joanne. 1997. “‘You Can’t Take the Subway to the Field!’ ‘Village’ Epistemologies in the Global Village.” In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

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## Week 3

Tuesday, September 8

Reading  
Reflection #2

- TOPIC: Ethnography’s Colonial Legacy
- READINGS: Asad, Talal. 1973. “Introduction.” In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

Biolsi, Thomas, and Larry J. Zimmerman. 1997. “What’s Changed, What Hasn’t.” In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, edited by Thomas Biolsi and Larry J. Zimmerman, 3-24. Tucson: University of Arizona Press.

Deloria, Jr., Vine. 1969. *Custer Died for Your Sins: An Indian Manifesto*. New York: Macmillan. (“Anthropologists and Other Friends” – pg. 78-100)

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## Week 4

Tuesday, September 15

Reading Reflection #3  
**AND**  
CITI Training Due

- TOPIC: Participant Observation
- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. “Ethnography and Participant Observation.” In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage.

DeWalt and DeWalt, pg. 41-97 and 137-156

- CITI TRAINING: [https://graduate.ucf.edu/pathways-to-success/#CITI Training](https://graduate.ucf.edu/pathways-to-success/#CITI%20Training)
- 

### **Week 5**

**Tuesday, September 22**

Reading  
Reflection #4

- TOPIC: Interviewing
- READINGS: Fetterman, pg. 42-78

Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies*. New York: The Free Press. (Chapters 1-4 – pg. 1-83)

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### **Week 6**

**Tuesday, September 29**

Reading  
Reflection #5

- TOPIC: Fieldwork Online
- READINGS: Deakin, Hannah, and Kelly Wakefield. 2014. "Skype Interviewing: Reflections of Two Ph.D. Researchers." *Qualitative Research* 14: 603-616.

Laurier, Eric. "YouTube: Using Third Party Video as Research Data."  
(unpublished)

Seitz, Sally. 2016. "Pixilated Partnerships, Overcoming Obstacles in Qualitative Interviews Via Skype: A Research Note." *Qualitative Research* 16: 229-235.

Sumiala, Johanna, and Minttu Tikka. 2011. "Imagining Globalised Fears: School Shooting Videos and Circulation of Violence on YouTube." *Social Anthropology* 19: 254-267.

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### **Week 7**

**Tuesday, October 6**

Reading  
Reflection #6

- TOPIC: Research Design
- READINGS: Booth, Wayne et al. 2008. *The Craft of Research*. Chicago: University of Chicago Press. (Chapters 3-4 – pg. 35-63)

DeWalt and DeWalt, pg. 109-136

Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32: 485-489.

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### **Week 8**

**Tuesday, October 13**

Reading Reflection #7 <b>AND</b> Research Proposal Due
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- TOPIC: Fieldwork Ethics
- READINGS: American Anthropological Association 2012 Code of Ethics.

DeWalt and DeWalt, pg. 211-226

Fetterman, pg. 141-162

Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." *Anthropological Quarterly* 76: 269-285.

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### **Week 9**

**Tuesday, October 20**

Reading Reflection #8
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- TOPIC: Gaining Trust and Access
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Access" – pg. 41-62)

Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

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### **Week 10**

**Tuesday, October 27**

Reading Reflection #9
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- TOPIC: Insider/Outsider Challenges
- READINGS: Abu-Lughod, Lila. 1991. "Writing Against Culture." In *Recapturing Anthropology, Working in the Present*, edited by Richard G. Fox, 137-162. Santa Fe: School of American Research Press.

Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104: 791-804.

Narayan, Kirin. 1993. "How Native Is a 'Native' Anthropologist?" *American Anthropologist* 95: 671-686.

Taylor, Jodie. 2011. "The Intimate Insider: Negotiating the Ethics of Friendship When Doing Insider Research." *Qualitative Research* 11: 3-22.

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### **Week 11**

**Tuesday, November 3**

Reading  
Reflection #10

- TOPIC: Analyzing Data and Fieldnotes
- READINGS: DeWalt and DeWalt, pg. 157-210

Fetterman, pg. 100-120

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### **Week 12**

**Tuesday, November 10**

Reading  
Reflection #11

- TOPIC: Writing
- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. *Ethnography: Principles in Practice*. London: Routledge. ("Writing Ethnography" – pg. 191-208)

Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

Fetterman, pg. 121-140

Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11: 25-69.

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### **Week 13**

**Tuesday, November 17**

Reading Reflection #12  
**AND**  
Data Collection and Analysis Due

- TOPIC: Representation
- READINGS: Ramos, Alcida. 1987. "Reflecting on the Yanomani: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2: 284-304.



Said, Edward. 1978. *Orientalism*. New York: Vintage Books. (pg. 1-28)

Simpson, Audra. 2014. *Mobawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press. (“Ethnographic Refusal: Anthropological Need” – pg. 95-114)

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### **Week 14**

**Tuesday, November 24**

Reading  
Reflection #13

- TOPIC: Reflexivity
- READINGS: McQueeney, Krista, and Kristen M. Lavelle. 2017. “Emotional Labor in Critical Ethnographic Work: In the Field and Behind the Desk.” *Journal of Contemporary Ethnography* 46: 81-107.

Smith, Andrea. 2013. “Unsettling the Privilege of Self-Reflexivity.” In *Geographies of Privilege*, edited by France Winddance Twine and Bradley Gardener, 263-279. New York: Routledge.

Uddin, Nasir. 2011. “Decolonising Ethnography in the Field.” *International Journal of Social Research Methodology* 14: 455-467.

Villenas, Sofia. 1996. “The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field.” *Harvard Educational Review* 66: 711-731.

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### **Week 15**

**Tuesday, December 1**

Reading  
Reflection #14

- TOPIC: Ethnography Example – Day Laborers in California
  - READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.
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### **Finals Week**

**Sunday, December 6**

Project Report due by  
11:59pm

**Tuesday, December 8**

- Student presentations (6:00pm – 9:00pm)

# ANG6908-20Fall 0005

[Jump to Today](#)

 [Edit](#)

## ANG 6908: Independent Study

*Anthropology, College of Sciences*

Credit Hours: 3

- Instructor: Dr. Neil Duncan
- Office: **Howard Phillips Hall 309**
- Virtual Office Hours: **Mondays and Wednesdays 10-11am. (Subject to change. Feel free to email and schedule appointment outside of those hours if you want to talk or zoom.)**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu \(mailto:neil.duncan@ucf.edu\)](mailto:neil.duncan@ucf.edu)

Term: Fall 2020

Meeting time and day(s): to be scheduled weekly.

Location: 373 and 355 Research 1

### Course description:

Student will independently, under indirect and direct supervision, conduct research related to the MA thesis topic.

### Student Learning Outcomes:

Student will make significant progress on laboratory research toward MA thesis. Specific outcomes/objectives include

- 1) Completion of annotated bibliography of starch/phytolith analyses in the Americas with special emphasis on Maya area.
- 2) A write-up of methods used for analyses of samples as a chapter for the MA thesis.
- 3) Supervised training in starch/phytolith residue sampling and analyses and microscopy, microremains identification and skills applicable to analyses of her thesis materials.

### Enrollment requirements:

No prerequisites or corequisites required for enrollment

## Important Dates/Course Schedule:

Annotated Bibliography: Nov. 20

Methods chapter: December 7

Progress in analyses: Determined through weekly check-ins. Evaluation includes progressing to working independently on materials after learning methodology, completion of sampling artifacts, advances in microscope skills, progress toward micro remain identifications, and interpretations.

## Assignment Submission:

Directly to instructor.

## Final Exam:

Final assessment will be made on December 7 via virtual meeting.

## Grading methods:

Annotated Bibliography: Nov. 20. 25%

Methods chapter: December 7. 25%

Progress in analyses 50%

## Grading Scale:

A 90-100%

B 80-99%

C 70-79%

D 60-69%

F 50-59%

## Attendance/Participation

Attendance and participation is crucial to completing the independent study.

## Course materials and resources:

None

# Policy Statements

## Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf> [\\_https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf)). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](https://goldenrule.sdes.ucf.edu/) (<https://goldenrule.sdes.ucf.edu/>) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

## 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* < <https://goldenrule.sdes.ucf.edu/> (<https://goldenrule.sdes.ucf.edu/>) >. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to

academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## 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 access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Unexpected Course Changes

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

Students with special needs related to emergency situations should speak with their instructors outside of class.

Emergencies may occur that could affect this course's schedule.

## Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html) [\\_ \(http://emergency.ucf.edu/emergency\\_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> [\\_ \(http://www.ehs.ucf.edu/AEDlocations-UCF\)](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) [\\_ \(http://my.ucf.edu/\)](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."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [\\_ \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk))



[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

) about how to manage an active shooter situation on campus or elsewhere.

## Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require

accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## 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.

## Diversity and Inclusion

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) (<http://www.shield.ucf.edu>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

If there are aspects of the design, instruction, and/or experiences within this course that result in



barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> [\(http://oie.ucf.edu/\)](http://oie.ucf.edu/) & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu) [\(mailto:askanadvocate@ucf.edu\)](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> [\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) & [sas@ucf.edu](mailto:sas@ucf.edu) [\(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu) [\(http://www.diversity.ucf.edu\)](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/> [\(http://jkrt.sdes.ucf.edu/\)](http://jkrt.sdes.ucf.edu/)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> [\(http://compliance.ucf.edu/\)](http://compliance.ucf.edu/) & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu) [\(mailto:complianceandethics@ucf.edu\)](mailto:complianceandethics@ucf.edu)
- Ombuds Office – <http://www.ombuds.ucf.edu> [\(http://www.ombuds.ucf.edu\)](http://www.ombuds.ucf.edu/)

## 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) [\(http://ucfcares.com\)](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) [\(mailto:ucfcares@ucf.edu\)](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.

## University Writing Center

<http://uwc.cah.ucf.edu/> [\(http://uwc.cah.ucf.edu/\)](http://uwc.cah.ucf.edu/) The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-

minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

## Course Summary:

**Date**

**Details**

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# ANG 6908: IS: Household Archaeology

*Anthropology, College of Sciences*

Credit Hours: 3

## Course Syllabus

Instructor:	Brigitte Kovacevich	Term:	Fall 2020
Office Location:	HPH 409P	Class Meeting Days:	TBD
Office Hours:	TTH 2-3PM	Class Meeting Time:	TBD
Phone:	4078236554	Class Location:	Virtual via zoom
Email:	Brigitte.kovacevich@ucf.edu		

## Course Description

In a few short decades the field of household archaeology has emerged and exploded within contemporary archaeology. On an empirical level this may be because archaeological remains of houses are ubiquitous in the archaeological record: what site doesn't have houses? On a

theoretical level this may be because studies of households lead us to focus on the archaeological record as a peopled place. Thus despite its short history, household archaeology has taken a leading role in epistemological shifts which place people and their practices and differences at the center of archaeological interpretations of the past, rather than subsuming these into the “noise” of passive and depersonalized depictions of ancient social systems.

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

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

## Student Learning Outcomes/Course Objectives

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

1. To evaluate the importance of the study of households and everyday life in the field of archaeology.
2. To critically assess the effectiveness of studies relating to households and everyday life by sharing reflections and interpretations in class discussions and reading response papers.
3. To synthesize and evaluate work on households in a particular cultural region or time period in a final paper and create a feasible research plan for a specific topic.

# Enrollment Requirements

No prerequisites or corequisites required for enrollment.

## Important Dates/Course Schedule

### \*\*\*\*Tentative Course Schedule and Readings\*\*\*\*:

#### **AUG 29: Introduction**

Film "The Hearth" Out of the Past Series, Annenberg CPB

#### **SEPT 5: Household Archaeology – Defining the Domain**

Our first week's readings will focus on defining household archaeology. These overviews of the field take us from the founding ancestor of household archaeology in 1976 to the present day.

Come to class prepared to discuss the following questions:

- \*how do we define the domain of household archaeology?
- \*what are the goals of household archaeology?
- \*how have definitions and goals of household archaeology changed through time?

*The founding ancestor of household archaeology:*

*Please skim this piece*

Flannery, K. 1976. Chapter 2 in *The Early Mesoamerican Village*. Academic Press, New York.  
Pages 13-47.

*And then there was: household archaeology – this piece is the capstone of a series of articles in the 1980's that come out of Mesoamerican studies and define the field of household archaeology*

Wilk, R.R. and W. Rathje. 1982. Household Archaeology. *American Behavioral Scientist* 25(6): 617-639.

De Montmollin, O. 1988. Settlement Scale and Theory in Maya Archaeology in *Recent Studies in Preclombian Archaeology*. BAR International Series, Oxford. Pages 63-104.

Tringham, R. 1991. Households with Faces: The Challenge of Gender in Prehistoric Architectural Remains in *Engendering Archaeology: Women and Prehistory*. Blackwell, Oxford. Read pages 99-101 "The Household As A Unit in Archaeology."

*Further Reading:*

Ashmore, W. and R.R. Wilk. 1988. Household and Community in the Mesoamerican Past in *Household and Community in the Mesoamerican Past*. University of New Mexico Press, Albuquerque. Pages 1-20.

**SEPT 12: Household Theory-Practice Theory**

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge University Press, Cambridge. Read pages 1-30 "The Objective Limits of Objectivism, Section I: Analysis," and pages 78-87 "Structures, habitus, and practices."

Bourdieu, P. 1973. The Berber House in *Rules and Meaning*. Pages 98-110.

For presentations:

Johnson, M. 1989. Conceptions of Agency in Archaeological Interpretation. *Journal of Anthropological Archaeology* 8: 189-211.

Hodder, I and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. *American Antiquity* 69(1): 17-40.

**SEPT 19: Everyday Life and Material Culture**

Deetz, James (1977) *In Small Things Forgotten*. Read the first 3 chapters

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

Lefebvre, Henri. 1958. Work and Leisure in Everyday Life. In *Everyday Life Reader*, edited by Ben Highmore, pp. 225-236, Routledge, New York.

*For presentations:*

Robin, C. 2002. Outside of Houses: The Practices of Everyday Life at Chan Nòohol, Belize in *Journal of Social Archaeology* 2(2): 245-268.

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

*Further Reading:*

Ashmore, W. 2002. "Decisions and Dispositions:" Socializing Spatial Archaeology. *American Anthropologist* 104(4): 1172-1183.

Donley-Reid, L.W. 1990. A Structuring Structure: The Swahili House in *Domestic Architecture and the Use of Space: An Interdisciplinary Cross-Cultural Study*. Cambridge University Press, Cambridge. Pages 114-126.

Giddens, A. 1985. Time, Space, Regionalisation in *Social Relations and Spatial Structures*. St. Martin's Press, New York. Pages 265-295.

Kus, S. and V. Raharijaona. 1990. Domestic Space and the Tenacity of Tradition Among Some

Betsileo of Madagascar in *Domestic Architecture and the Use of Space: An Interdisciplinary Cross-Cultural Study*. Cambridge University Press, Cambridge. Pages 21-33.

MacEachern, S. 2002. Beyond the Belly of the House: Space and Power Around the Mandara Mountains. *Journal of Social Archaeology* 2(2): 197-219.

Robben, A. 1989. Habits of the Home: Spatial Hegemony and the Structuration of House and Society in Brazil. *American Anthropologist* 91: 570-588.

Robin, C. and N. Rothschild. 2002. Archaeological Ethnographies: Social Dynamics of Outdoor Space. *Journal of Social Archaeology* 2(2): 159-172.

### **SEPT 26: Household archaeology comes of age:**

Hendon, J.A. 1996. Archaeological Approaches to the Organization of Domestic Labor: Household Practice and Domestic Relations. *Annual Review of Anthropology* 25: 45-61.

Allison, P.M. 1999. Introduction in *The Archaeology of Household Activities*. Routledge, London. Pages 1-18.

#### *For presentations:*

Robin, C. 2003. New Directions in Classic Maya Household Archaeology. *Journal of Archaeological Research* 11(4): 307-356.

Webster, D. and N. Gonlin. 1988. Household Remains of the Humblest Maya. *Journal of Field Archaeology* 15: 169-190.

#### *Further Reading:*

King, J.A. 2006. Household Archaeology, Identities, and Biographies. In D. Hicks and M.C. Beaudry *The Cambridge Companion to Historical Archaeology*, pages 293.

Hendon, J.A. 2004. Living and Working at Home: The Social Archaeology of Household Production and Social Relations in *A Companion to Social Archaeology*. Blackwell, Oxford. Pages 272-286.

Gonlin, Nancy 1994 Rural household diversity in Late Classic Copán, Honduras. In *Archaeological*

*Views from the Countryside*, edited by Glen M. Schwartz and Steven E. Falconer, pp. 177

197. Smithsonian Institution Press, Washington, DC

Hayden, B. and A. Cannon. 1983. Where the Garbage Goes: Refuse Disposal in the Maya Highlands. *Journal of Anthropological Archaeology* 2: 117-163.

### **OCT 3: Public vs. Private? Male vs. Female?**

Wall, Diana diZerega. 1994. *The Archaeology of Gender: Separating the Spheres in Urban America*. Plenum Press, New York and London, Chapters 1-3

Deetz, James (1977) *In Small Things Forgotten*. Chapter 5

*For presentation:*

Johnson, M. 1996. Chapter 7: Redefining the Domestic. In *An Archaeology of Capitalism*, pages 155-179.

Hodder, I. (2004). Women and men at Çatalhöyük. *Scientific American*, 290(1),76-83.

*Further Reading:*

Spencer-Wood, Suzanne. 1991. Toward an Historical Archaeology of Materialistic Domestic Reform. In Radall H. McGuire and Robert Paynter (eds) *The Archaeology of Inequality*, pp. 231-286. Blackwell Publishing.

Wall, D. 2000. Family Meals and Evening Parties: Constructing Domesticity in Nineteenth Century Middle-Class New York.

**OCT 17: Household Economy: Production and Consumption**

Coleman, R. 2008. "Hearths, Grinding Stones, and Households: Rethinking Domestic Economy in the Andes." In C. Robin and E. Brumfiel (eds) *Gender, Households, and Society: Unraveling the Threads of the Past and the Present*, pages 37-48.

Morehart, C.T. and C.G.B. Helmke. 2008. "Situating Power and Locating Knowledge: A Paleoethnobotanical Perspective on Late Classic Maya Gender and Social Relations." In C. Robin and E. Brumfiel (eds) *Gender, Households, and Society: Unraveling the Threads of the Past and the Present*, pages 60-75.

*For presentation:*

Stanish, C. 1989. Household Archaeology: Testing Models of Zonal Complementarity in the South Central Andes. *American Anthropologist* 91: 7-24

Falconer, S. 1995. Rural Responses to Early Urbanism: Bronze Age Household and Village Economy at Tell el-Hayyat, Jordan. *Journal of Field Archaeology* 22(4): 399-419.

*Further Reading:*

Brumfiel, E. 1991. Weaving and Cooking: Women's Production in Aztec Mexico. In J.M. Gero and M.W. Conkey (eds) *Engendering Archaeology: Women in Prehistory*, pages 224-255.

Costin, C.L. 1991. Craft Specialization: Issues in Defining, Documenting, and Explaining the Organization of Production. *Archaeological Method and Theory* 3:1-56.

Feinman, G.M., L.M. Nicholas, and H.R. Haines. 2002. Houses on a Hill: Classic Period Life at El Palmillo, Oaxaca, Mexico. *Latin American Antiquity* 13(3): 251-277.

Hastorf, C.A. 1991. Gender, Space and Food in Prehistory. In J.M. Gero and M.W. Conkey (eds) *Engendering Archaeology: Women in Prehistory*, pages 132-159.

Hayden, B. and A. Cannon. 1983. Where the Garbage Goes: Refuse Disposal in the Maya Highlands. *Journal of Anthropological Archaeology* 2: 117-163.

Janusek, J.W. 1999. Craft and Local Power, Embedded Specialization in Tiwanaku Cities. *Latin American Antiquity* 10: 107-131.

McGuire, R.H. and M.B. Schiffer. 1983. A Theory of Architectural Design. *Journal of*



- Anthropological Archaeology* 2: 277-303.
- Netting, R. McC. 1982. Some Home Truths on Household Size and Wealth. *American Behavioral Scientist* 25(6): 641-662.
- Smith, M.E. 1987. Household Possessions and Wealth in Agrarian States: Implications for Archaeology. *Journal of Anthropological Archaeology*. 6: 297-335.
- Upham, S. 1988. Archaeological Visibility and the Underclass of Southwestern Prehistory. *American Antiquity* 53: 245-261.
- Wilk, R.R. 1983. Little House in the Jungle: The Causes of Variation in House Size among Modern Kekchi Maya. *Journal of Anthropological Archaeology* 2: 99-116.

**OCT 24: Households: Social Organization, Difference, and Inequality**

- Cutright, R. E. (2010). Food, Family, and Empire: Relating Political and Domestic Change in the Jequetepeque Hinterland. Comparative Perspectives on the Archaeology of Coastal South America. R. E. Cutright, E. López-Hurtado and A. Martin. Pittsburgh, Center for Comparative Archaeology, University of Pittsburgh.
- Epperson, T. W. 2000. "Panoptic Plantations: The Garden Sights of Thomas Jefferson and George Mason." In J.A. Delle, S.A. Mrozowski, and R. Paynter (eds) *The Lines that Divide: Historical Archaeologies of Race, Class, and Gender*, pages 58-77.
- Deetz, James (1977) *In Small Things Forgotten*. Chapters 6-9

*For presentations:*

- Baker, H.D. 2001. Degrees of Freedom: Slavery in Mid-First Millennium B.C. Babylonia. *World Archaeology* 33(1): 18-26.
- Van Gijseghem, H. 2001. Household and Family at Moche, Peru: An Analysis of Building Residence Patterns in a Prehispanic Urban Center. *Latin American Antiquity* 12(3): 257-273.

*Further Reading:*

- Adams, E.C. 1983. The Architectural Analogue to Hopi Social Organization and Room Use, and Implications for Prehistoric Northern Southwestern Culture. *American Antiquity* 48:44-61
- Baker, H.D. 2001. Degrees of Freedom: Slavery in Mid-First Millennium B.C. Babylonia. *World Archaeology* 33(1): 18-26.
- Curet, A. 1992. House Structure and Cultural Change in the Caribbean: Three Case Studies from Puerto Rico. *Latin American Antiquity* 3(2): 160-174.
- Dawson, P. 2002. Space Syntax Analysis of Central Inuit Snow Houses. *Journal of Anthropological Archaeology* 21: 464-480.
- Gilman, P.A. 1987. Architecture as Artifact: Pit Structures and Pueblos in the American Southwest. *American Antiquity* 52: 538-564.
- Hayden, B. and A. Cannon. 1982. The Corporate Group as an Archaeological Unit. *Journal of Anthropological Archaeology* 1: 132-158.
- Horne, L.C. 1982. The Household in Space. *American Behavioral Scientist* 25(6): 677-685.
- Killion, T.W., J.A. Sabloff, G. Tourtellot, and N.P. Dunning. 1989. Intensive Surface Collection

- of Residential Clusters at Terminal Classic Sayil, Yucatan, Mexico. *Journal of Field Archaeology* 16: 273-294.
- Kramer, C.A. 1982. Ethnographic Households and Archaeological Interpretation: A case from Iranian Kurdistan. *American Behavioral Scientist* 25(6): 663-675.
- Wilshusen, R.H. 1989. Architecture as Artifact. Part II: A Comment on Gilman. *American Antiquity* 54(4): 826-833
- Ferguson, Leland. "Struggling With Pots in Colonial South Carolina" pp. 28-37. in Radall H. McGuire and Robert Paynter (eds) *The Archaeology of Inequality*. Blackwell Publishing.
- Charles E. Orser Jr. 2002. "The Continued Pattern of Dominance: Landlord and Tenant on the Post Bellum Cotton Plantation". pp. 40-51 in Radall H. McGuire and Robert Paynter (eds) *The Archaeology of Inequality*. Blackwell Publishing.
- Barbara J. Heath and Amber Bennett. 2000. "The Little Spots Allow'd them": The Archaeological Study of African-American Yards. *Historical Archaeology* 34(2):38-55.
- McGuire, Randall H. (1982) The Study of Ethnicity in Historical Archaeology. *Journal of Anthropological Archaeology* 1(2):159-178.
- Welch, Paul D. and C. Margaret Scarry. 1995. Status-Related Variation in Foodways in the Moundville Chiefdom. *American Antiquity* 60 (3):397-419.
- Atalay, Sonya and Christine A. Hastorf. 2006. Food, Meals, and Daily Activities: Food Habitus at Neolithic Çatalhöyük. *American Antiquity* 71(2):283-319.
- Crader, Diana C. 1990. Slave Diet at Monticello. *American Antiquity*. 55 (4):690-717.
- Upham, S. 1988. Archaeological Visibility and the Underclass of Southwestern Prehistory. *American Antiquity* 53: 245-261.

### **OCT 31: Changing Households – Colonial to Modern**

- Stahl, A. 1994. Change and Continuity in the Banda Area, Ghana: The Direct Historical Approach. *Journal of Field Archaeology* 21(2): 181-203.
- Deagan, K. 1996. Colonial Transformation: Euro-American Cultural Genesis in the Early Spanish-American Colonies. *Journal of Anthropological Research* 52(2): 135-160.

#### *For presentations:*

- James, S. 1997. Change and Continuity in Western Pueblo Households During the Historic Period in the American Southwest. *World Archaeology* 28(3): 429-456.
- Lightfoot, K., A. Martinez, and A. Schiff. 1998. Daily Practice and Material Culture in Pluralistic Social Settings: An Archaeological Study of Culture Change and Persistence from Fort Ross, California. *American Antiquity* 63(2): 199-222.

#### *Further Reading:*

- Head, L., J. Atchison, and R. Fullagar. 2002. Country and Garden: Ethnobotany, Archaeobotany and Aboriginal Landscapes Near the Keep River, Northwestern Australia. *Journal of Social Archaeology* 2(2): 173-196.
- Lightfoot, K. 1993. Native Responses to the Russian Mercantile Colony of Fort Ross, Northern California. *Journal of Field Archaeology* 20(2): 159-175.

Rosin, R. 2001. From Garden Suburb to Olde City Ward: A Longitudinal Study of Social Process and Incremental Architecture in Jaipur, India. *Journal of Material Culture* 6(2): 165-192.

Silliman, S. 2001. Agency, Practical Politics, and the Archaeology of Culture Contact. *Journal of Social Archaeology* 1(2): 190-209.

Spencer-Wood, S.M. 1999. The World Their Household: Changing Meaning of the Domestic Sphere in the 19<sup>th</sup> Century in *The Archaeology of Household Activities*. Routledge, London. Pages 162-189.

Stahl, A. 1999. The Archaeology of Global Encounters Viewed from Banda, Ghana. *African Archaeological Review* 16(1): 5-81.

The following Historical Archaeology Readers have a number of good household archaeology pieces:

J.A. Delle, S.A. Mrozowski, and R. Paynter. 2000. *Lines That Divide: Historical Archaeologies of Race, Class, and Gender*.

D. Hicks and M.C. Beaudry. 2006. *The Cambridge Companion to Historical Archaeology*.

M. Hall and S.W. Silliman. 2006. *Historical Archaeology*.

### **NOV 7: Video: "Pompeii: Daily Life of the Ancient Romans," Films for the Humanities and Sciences**

### **NOV 14: "The Pompeii Premise": Pompeii and Joya de Ceren, El Salvador**

Allison, P. M. (2001). Using the material and written sources: turn of the millennium approaches to

Roman domestic space. *American journal of archaeology*, 181-208.

Sheets, P. 2000. Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11: 217-230.

*For presentations:*

Sweely, Tracy L. (1999) "Gender, Space, People, and Power at Ceren, El Salvador." In *Manifesting*

*Power: Gender and the Interpretation of Power in Archaeology*, edited by Tracy L. Sweely, pp. 155-171. Routledge, London.

Brown, Linda. 2000. Discard to Divination: Demarcating the Sacred Through the Collection and Curation of Discarded Objects. *Latin American Antiquity*, Vol. 11, No. 4 (Dec., 2000), pp. 319-333.

*Further Reading:*

Sheets, Payson, *The Ceren Site: A Prehistoric Village Buried by Volcanic Ash in Central America* (second edition).

Ling, Roger. 2005. *Pompeii: History, Life, and Afterlife*. Tempus Publishers.

### **NOV 21: Household, Architecture, Sexuality, and Gender**

- Prine, Elizabeth. 2000. Searching for Third Genders: Towards a Prehistory of Domestic Space Middle Missouri Villages. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 197-219, Routledge, New York and London.
- Meskel, L. M. 2000: Re-em(bed)ding sex: Domesticity, sexuality, and ritual in New Kingdom Egypt, in *Archaeologies of Sexuality*, R. Schmidt and B. Voss, eds., pp. 253-262, London, Routledge Press.

*For Presentations:*

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

*Further Reading:*

- Foster, Michael S.; Lindly, John M.; Ryden, Ronald F. 2005 The soiled doves of South Granite Street : the history and archaeology of a Prescott, Arizona brothel. *Kiva* {Tucson : University of Arizona.}Vol. 70, no. 4 (2005), p. 349-374
- O'Brien, Elizabeth Barthold. 2005 Illicit congress in the nation's capital : the history of Mary Ann Hall's brothel. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 47-58
- Meyer, Michael D.; Gibson, Erica S.; Costello, Julia G. 2005 City of angels, city of sin : archaeology in the Los Angeles red-light district ca. 1900. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 107-125
- Ketz, K. Anne.; Abel, Elizabeth J.; Schmidt, Andrew J. 2005 Public image and private reality : an analysis of differentiation in a nineteenth century St. Paul bordello. *Historical archaeology* {Bethlehem : Society for Historical Archaeology.}Vol. 39, no. 1 (2005), p. 74-88
- Spude, Catherine Holder. 2005. Brothels, and Saloons: An Archaeology of Gender in the American West. in *Historical Archaeology* 39(1): 89-106.
- Buchli, Victor. 2000. Constructing Utopian Sexualities: The Archaeology and Architecture of the Early Soviet State. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 237-249, Routledge, New York and London.
- Meskel, L. 1998. An Archaeology of Social Relations in an Egyptian Village. *Journal of Archaeological Method and Theory* 5: 209-243.

*Paper Due December 11<sup>th</sup> @ 11:59 PM on Webcourses.*

## Assignment Submission

- Webcourses@UCF submission for all assignments

## Final Exam

The exam in this course will be a final project/ paper due on December 11th and due in Webcourses.

## Assessment and Grading Procedures

The annotated bibliography will be worth 10% of the student's final grade and the final paper will be worth 90% of the final grade. Grading will be based on rubrics within the assignments in webcourses.

## Grading Methods

### Grading Scale:

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
A	95 - 100%	C+	77 - 79%
A-	90 - 94%	C	74 - 76%

B+	87 - 89%	C-	70 - 73%
B	84 - 86%	D	60 - 69%
B-	80 - 83%	F	59% or less

## Attendance/Participation

We will have 7 or more scheduled meetings throughout the semester. These meetings are required but will not form the basis for a grade.

## Course Materials and Resources

Found on Webcourses

## Policy Statements

### Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/> (Links to an external site.)

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> (Links to an external site.)> and have been adopted by UCF's Department of Writing & Rhetoric.

## Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

## Misuse of Sources

A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

## Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. 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>Links to an external site..

For more information about UCF's Rules of Conduct, see [http://www.osc.sdes.ucf.edu/Links to an external site.](http://www.osc.sdes.ucf.edu/Links%20to%20an%20external%20site)

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

## In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

## Course Accessibility Statement

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



## Campus Safety Statement

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

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



[site.](#)) about how to manage an active shooter situation on campus or elsewhere.

## Deployed Active Duty Military Students

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

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

# ANG6931-001: Science, Technology, and The Transformation of Human Societies

Fall 2020  
Wednesdays, 3-5:50, with Webcourses support  
HPH 409M

## Course Overview

### *Instructor Contact*

Professor	Dr. Stacy Barber
Office	HPH309
Office Hours	Wednesdays, 11-12
Email	Webcourses mail client; sarah.barber@ucf.edu
Phone	(407) 823-2207

Professor	Dr. Ty Matejowsky
Office	HPH309
Office Hours	Wednesdays, 11-12 (dedicated)
Email	Ty.matejowsky@ucf.edu
Phone	(407) 823-4611

### *Catalog Information and Course Description*

ANG6931-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. and/or an M.A. in Anthropology, or CI

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

## ***Student Learning Outcomes***

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

## ***Course Materials and Resources***

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: <http://guides.ucf.edu/databases>.

## **Assessment and Grading Procedures**

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

<b>Grade Categories</b>	<b>Description of Requirements</b>	<b>Weight Toward Final Grade</b>	<b>Grading System</b>
Weekly writing assignments	Due each Thursday at 11:59am on Canvas.	12%	120
Discussion Leadership	All students must lead discussion twice during the semester	12%	120
Weekly Participation	Based on attendance and participation in class discussions when not class leader	12%	120
Workshop	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

**Grading scale: (+/- letter grades)**

<b>A</b>	95-100%	<b>B+</b>	87-89%	<b>C+</b>	77-79%	<b>D</b>	60-69%
<b>A-</b>	90-94%	<b>B</b>	84-86%	<b>C</b>	74-76%	<b>F</b>	59% or below
		<b>B-</b>	80-83%	<b>C-</b>	70-73%		

***Assignment Details:***

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

## **2020 Coronavirus Policies**

### **University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

### **Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email about changes specific to this course.

### **COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

### **In Case of Faculty Illness**

Please look for announcements or mail in [Webcourses@UCF](mailto:Webcourses@UCF) or Knights email for any alterations to this course in case of faculty illness. Because this course is co-taught, the chances of disruptions are highly unlikely.

### **Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.

**Technology Access** – This course might need to shift to remote or fully online instruction based on medical guidance. This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at <https://it.ucf.edu/techcommons/> and <https://library.ucf.edu/libtech>.

Resources:

<https://www.ucf.edu/coronavirus/>

### **(Usual) Policies**

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

	<p>make up an assignment once you contact the professor after missing a deadline.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <a href="http://z.ucf.edu/">http://z.ucf.edu/</a>.</p> <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> <a href="http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf">http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf</a></p>
Course Accessibility	<p>We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) &lt;<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>&gt; (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.</p>
Emergency Procedures	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <p>In case of an emergency, dial 911 for assistance.</p> <p>Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at &lt;<a href="http://emergency.ucf.edu/emergency_guide.html">http://emergency.ucf.edu/emergency_guide.html</a>&gt;.</p> <p>Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</p> <p>If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see &lt;<a href="http://www.ehs.ucf.edu/AEDlocations-UCF">http://www.ehs.ucf.edu/AEDlocations-UCF</a>&gt; (click on link from menu on left).</p>



	<p>To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <a href="https://my.ucf.edu">https://my.ucf.edu</a> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”</p> <p>Students with special needs related to emergency situations should speak with their instructors outside of class.</p> <p>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<a href="https://youtu.be/NIKYajEx4pk">https://youtu.be/NIKYajEx4pk</a>).</p>
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

## Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

### *Week 1: Course introduction*

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

### *Module 1: Disease in the Transformation of Human Society*

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Inform Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Mitchell, Peter (2003) The archaeological study of epidemic and infectious disease. *World Archaeology* 35:2, 171-179.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology*, 19, 89-117.

Long, Nicholas J. (2020) *From social distancing to social containment: reimagining society for the coronavirus pandemic. Medicine Anthropology Theory*. Submitted, under review.

Sonekar, Harshal B. and Manickam Ponnaiah. (2020) Emergence of coronavirus (COVID-19) outbreak: Anthropological and social science perspectives. *Disaster Medicine and Health Preparedness*, 1-3.

Keohane, Kieran. (2020) Sacrificial violence and gift exchange: Two anthropological/sociological theories for understanding the coronavirus crisis. *Irish Journal of Sociology*, 28(2):220-224.

## ***Module 2: Food in the Transformation of Human Society***

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology*, 44(3), 665-675.

Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology*, 43(4), 665-675.

Smith, B.D. (2006). Archaeological documentation of plant domestication, in M. A. Zeder & D.G. Bradley (Eds.), *Documenting domestication: New archaeological and genetic paradigms*. London, England: University of California Press.

Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

Scheper-Hughes, N. (1989). Death Without Weeping. How poverty ravaged in the shantytowns of Brazil? *The Human Strategy*.

Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico*. Boston: International Nutrition Foundation for Developing Countries. Boston, MA: International Foundation for Developing Countries.

Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite*, 47(1), 3-9.

Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis, & D. L Gimlin (Eds.), *The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

Thompson, A.H., Chesson, L.A., Podlesak, D.W., Bowen, G.J., Cerling, T.E. & Ehleringer, J.R. (2009) Stable isotope analysis of modern human hair collected from Asia (China, India, Mongolia, and Pakistan). *American Journal of Physical Anthropology*, 141(3), 440-451.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis,& D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

Wilk, R. R. (1999). "Real Belizean Food": Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

### ***Module 3: Human-Environment Interaction and the Transformation of Human Society***

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press..

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

*Skim:* Burroughs, William James (2005) *Climate Change in Prehistory*. Cambridge, Cambridge University Press. Chapter 2: The climate of the past 100000 years.

Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

Nuttall, M. (2009). Living in a world of movement: Human resilience to environmental instability in Greenland, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.292-310). New York, NY: Routledge.

Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.),

*Anthropology and climate change: From encounters to actions* (pp.327-340). New York, NY: Routledge.

#### ***Module 4: Technology and the Transformation of Human Societies***

This module will comprise weeks 11-13 of the semester. This module will follow human-thing assemblages from the distant past into the future by considering how technologies have and will continue to transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Transformative technologies. This week, we will consider various perspectives on one of the most transformative technologies in human history: ceramics. We will consider ceramics from a range of theoretical and methodological perspectives.

Catapoti, D. & M. Relaki (2020) Why the Neolithic is (r)evolutionary. *Journal of Material Culture* 25:289-308.

Clark, J. E., & Blake, M. (1994). The power of prestige: competitive generosity and the emergence of rank societies in lowland Mesoamerica. In E. M. Brumfiel and J.W. Fox (Eds.), *Factional competition and political development in the New World* (pp. 17-30). Cambridge, UK: Cambridge University Press.

Elston, R. G., Guanghui, D., & Dongju, Z. (2011). Late Pleistocene intensification technologies in Northern China. *Quaternary International* 242(2), 401-415.

Rice, P.M. (1999) On the origins of pottery. *Journal of Archaeological Method and Theory* 6: 1-54.

Warnier, J. (2006). Inside and outside: Surfaces and containers. In C. Tilley (Ed.), *Handbook of Material Culture* (pp. 186-195). London, England: Sage Publications.

- Week 12: Technology in the Transformation of Anthropology. This week's readings focus on technology's transformative capacity within the integrative anthropological sciences. The purpose of this week's readings is to look at cutting-edge applications of technology to the problems of interest to anthropological scientists.

Lehman, J., et al. (2018) "The surprising creativity of digital evolution: A collection of anecdotes from the evolutionary computation and artificial life research communities." *preprint:1803.03453*.

Franklin, S (2007) Emergent Life Forms and the Global Biological. In *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems*, edited by Aihwa Ong and Stephen J. Collier. Pp. 59-78. Blackwell Publishing.

Lang, T., et al. (2017). Towards human exploration of space: the THESEUS review series on muscle and bone research priorities. *Microgravity*, 3(1), 8.

Hendy, J., et al. (2018). Proteomic evidence of dietary sources in ancient dental calculus. *Proc. R. Soc. B*, 285(1883), 20180977.

- Week 13: The digital transformation of human society. This week will focus on the transformation of current societies through digital media.

Pfaffenberger, B. (1992). Social anthropology of technology. *Annual Review of Anthropology*, 21(1), 491-516.

Borgerson, Janet and Daniel Miller (2016) Scalable sociality and “How the world changed social media”: conversation with Daniel Miller, *Consumption Markets & Culture* 19:6: 520-533.

Cook, S. E. (2004). New technologies and language change: Toward an anthropology of linguistic frontiers. *Annual Review of Anthropology*, 33(1), 103-115.

Eisenlohr, P. (2004). Language revitalization and new technologies: Cultures of electronic mediation and the refiguring of communities. *Annual Review of Anthropology*, 33(1), 21-45.

Wilson, S.M., & Peterson, L.C. (2002). The anthropology of online communities. *Annual Review of Anthropology*, 31(1), 449-467.

Course Calendar		
Day:	Topic:	Deadlines:
<b><u>Do this first</u></b>	First week assignment	NA
Week 1	Introduction to the course	
Week 2	Colonialism, Disease, and Transformation	
Week 3	Evolution, Culture, and Diabetes	Workshop Call for Papers Due
Week 4	Cultural approaches to disease and the transformation of human societies	
Week 5	Domestication	
Week 6	Diet and Human Evolution	
Week 7	Cultural approaches to food	
Week 8	Environment and Collapse	Paper Abstract Due
Week 9	Environment and evolution	
Week 10	Resilience in living populations	
Week 11	Digital society	Workshop Program Due
Week 12	Bioanth and technology	
Week 13	Pottery and social transformation	
Week 14	No class: prep for Workshop	
Week 15	<b>Workshop</b>	Workshop presentations due
Week 16	Course Wrap-up	Peer- and Self-Evaluations Due Term Papers Due: Friday, December 11 at 11:59pm.