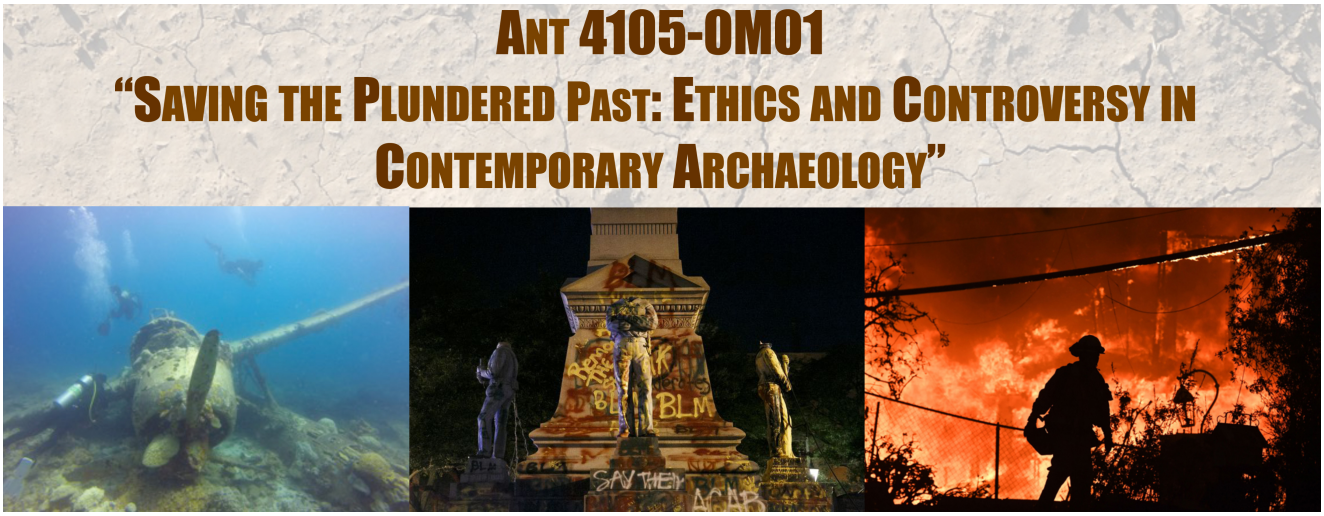
Course Syllabus

Jump to Today Edit



Course Information

Course ID & Section: ANT 4105-0M01

Credit Hours: 3

Semester/Year: F2020

Location/Time: M 8:30-10:20, remote synchronous lectures on Zoom

Professor Contact

Instructor: Dr. Michael Callaghan

Office: HPH 409L

Office Hours: M, W 10:30-12

Phone: 407-823-4964

E-mail: michael.callaghan@ucf.edu (mailto:michael.callaghan@ucf.edu)

University Catalogue Description

This course introduces students to the social, economic and political contexts surrounding contemporary archaeological research and interpretation, with an emphasis on ethics, heritage management, and law.

Learning Outcomes

- Students will identify the social, political, and economic forces that influence contemporary archaeology
- Students will explain how archaeological knowledge about the past is used by interest groups to interpret and legitimate social, economic, and political conditions in the present
- Students will list ethical standards and laws governing contemporary archaeological investigation and the management of cultural resources
- Students will write papers and create presentations using standards within the discipline of archaeology

Required Texts

- Scarre, Chris, and Geoffrey Scarre. 2006. ***The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice***, Cambridge University Press, Cambridge.
- Zimmerman, L.J., K. D. Vitelli, and J. Hollowell-Zimmer. 2003. ***Ethical Issues in Archaeology***. Altamira Press in Cooperation with the Society for American Archaeology, Walnut Creek, California.

Supplemental Texts

- Supplemental readings will be available within webcourses

Course Requirements

Academic Activity Assessment (week 1 only)

This is a **simple survey** available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Readings

Readings will be assigned for each class session and will include chapters from the assigned texts as well as articles, book chapters, and on-line references. **All required readings must be completed prior to the class period**.

Participation and Attendance (10% of grade)

Class lectures will be held synchronously via Zoom (see the statement below on using Zoom for remote instruction). This means we will meet via a recurring Zoom meeting link every week on Monday from 8:30-10:20. **Lecture attendance and participation are required**.

In-class lectures will be minimal. I've designed the class to run as a seminar where we engage with ethical dilemmas and contemporary controversies in archaeology through discussion of case-studies and hypothetical scenarios. Full participation is required to uphold your attendance and participation grade each class session. Full participation is evaluated based upon attendance, the completion of readings, attentiveness in class, and engaged discussion and/or debate.

Weekly Syntheses (20% of grade)

Beginning in week 2, I'll ask you to complete a 1-2 page synthesis of the readings and/or other material (films, websites, etc.) related to the theme of the upcoming class session. There are 11 weeks of syntheses due and **I will drop the lowest grade for a total of 10 syntheses**. The syntheses are designed to help you absorb and engage with the materials for the week. Grading will be based on the following rubric:

- Restating the main argument(s) of the authors in each reading/material (3 pts)
- Listing the types of evidence the arguments used (3 pts)
- Relating the different readings/materials to one another (3 pts)
- Stating your own personal opinion/reflection about the readings/material (1 pt)

All syntheses will be due by 11:59pm Sunday night via webcourses.

Ethical Scenarios (15% of grade)

In the fifth week of the course, we'll start working in groups to engage in ethical dilemmas that you create. This exercise is based on the Society for American Archaeology's (SAA) ethics bowl, held each year at the annual meeting. Teams of students represent their schools and compete with one another to solve hypothetical ethical dilemmas in archaeology. In weeks 5-13, two groups of students will debate a hypothetical ethical dilemma while the third group acts as a committee of judges. The hypothetical scenarios will be created by the judges for that week. Each group will act as judges 3 times and debate 6

times. Therefore, **each student will be responsible for creating 3 hypothetical ethical scenarios**. I will give you plenty of guidance for creating the scenarios, including access to over a decade of scenarios from the SAA ethics bowls - as well as scenarios from the American Anthropological Association and American Association of Physical Anthropology.

Scenarios are due Sunday night by 11:59pm via webcourses.

Research Project

The research project for this class consists of six components: 1) a paper topic, 2) anotated bibliography, 3) research paper draft, 4) a critique of another student's draft, 5) a final paper draft, and 6) a short presentation.

Paper Topic (1% of grade)

The research paper is an in-depth, critical review of one of the issues listed in the last part of this syllabus. Other topics are possible of course, just consult with me first. You will be required to submit a one-paragraph statement where you discuss your paper topic and articulate a preliminary argument or thesis about the topic.

Annotated Bibliography (4% of grade)

In order to make sure you're finding and using relevant and reliable sources, as well as to keep you on track throughout the research process, I'd like you to submit an annotated bibliography of at least 5 sources prior to submitting the draft. Instructions for creating a bibliography will be appear in the assignment on webcourses.

Paper Draft (5% of grade):

The paper must be a minimum of 10 pages in length, double-spaced, 12 pt. font, one-inch margins, with at least 10 citations and references cited. Papers are graded on quality of research, structure, clarity of argument, command of the literature, grammar, spelling, and conformity to format, guidelines, and assignment instructions. You will be required to submit a draft of your paper prior to the final due date. The draft will be read by me and someone else in the class. Your colleague and I will provide feedback that you must integrate/address in your final draft. This process is designed to introduce you to writing in the discipline of archaeology and to help you gain experience with drafting, critiquing, revising, and editing written work.

Paper Critique (5% of grade):

You will be assigned one other student's paper draft to read and critique. You will be required to write a 1-2 page critique of your colleague's paper addressing the following topics: presence/strength of thesis, logic and argumentation, use of evidence to support assertions, structure, and style. I will provide you with further guidance as the due date approaches.

Presentation (20% of grade):

The subject of the paper will be presented to the class in the form of an SAA style presentation worth 20% of the final grade. The presentation should be 6-8 minutes in length. All presenters must use presentation software (i.e., Powerpoint or Prezi). I will provide instructions for creating your presentation later in the course - as well as how to share screens in Zoom.

Final Paper Draft (20% of grade):

The final paper will be a revised and edited version of the paper draft that has been critiqued and work-shopped by your colleagues and me. The final paper must address and/or integrate comments from your colleagues and me. This paper represents the culmination of your academic writing experience in this class.

Missed Assignments/Make-Ups/Extra Credit

Readings and assignments are due on the day they are listed on the syllabus. Because this is a seminar style discussion based course, it is critical that everyone has her/his assignments ready the day they are due. Outside of documented extreme extenuating circumstances (i.e., family emergency and severe illness) assignments cannot be made-up. I do not anticipate offering any extra credit in this course.

Evaluation and Grading

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

Assessment	**Points**	**Percent**

Participation	50	10
Weekly Syntheses (10)	100	20
Ethical Scenarios (3)	75	15
Paper Topic	5	1
Annotated Bibliography	20	4
Paper Draft	25	5
Paper Critique	25	5
Paper Final	100	20
Paper Presentation	100	20
TOTAL	500	100

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 (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

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.

Using Zoom for Remote Instruction

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/)** at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Is the course accessible for students with disabilities?

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 (http://sas.sdes.ucf.edu/) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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 SAS-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.

How is respect for diversity maintained?

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

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

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

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

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

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

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

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

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure 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 the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

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

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

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

http://get.adobe.com/flashplayer/ (http://get.adobe.com/flashplayer/)

http://www.microsoft.com/en-eg/download/details.aspx?id=13 (http://www.microsoft.com/en-eg/download/details.aspx?id=13)

https://cdl.ucf.edu/support/webcourses/zoom/ (https://cdl.ucf.edu/support/webcourses/zoom/)

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified.**

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

What should I know about copyright and third-party software?

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

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site**. **Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)**.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see **http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to **https://my.ucf.edu (https://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video **You CAN Survive an Active Shooter (https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)**

(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

What is the course lecture and assignment schedule?

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

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

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

Reading and Assignment Schedule

Week	Date	Topic	Readings
1	24-Aug	Introduction	
2	31-Aug	Archaeological Ethics	Sabloff (2008), Wylie (2003), Lynott (200 of Ethics
3	7-Sep	**NO CLASS - LABOR DAY**	
4	14-Sep	Stewardship	Young (2006), Wylie (2005); Bruning (2006); Fo Johnson (2018) How Southern socialites rewrote Civil War hi (https://www.youtube.com/watch?v=dOkFXPblLp (https://www.youtube.com/watch?v=dOkFXPblLp Southern Poverty Law Center (https://www.splcenter.org/20190201/whose-herita symbols-confederacy)
5	21-Sep	Looting and Collectors	Labell (2003), Hollowell (2006)
6	28-Sep	Equity in Professional Archaeology	Leighton 2020; Anonymous 1991; Hutson 2006
7	5-Oct	Shipwreck Archaeology	Bass (2003); NGS San Jose (2015); NYT Titani

8	12-Oct	Integrating Indigenous Perspectives	Watkins (2003), Singleton and Orser (2003)
9	19-Oct	Engaging with the Public	Gable and Handler (1996), Leone et al. (1987),
10	26-Oct	Confronting Pseudo-archaeology	Shermer 2002 (ch 13), Shermer 2002 (ch 14), S (nd), Sturdy-Colls (2012); Arnold (2006), Arnold Andreu and Ramirez Sanchez 2004
11	2-Nov	Cultural Terrorism and Embedded Archaeology	Auwera (2012); Jordan (2012), Emberling (2008 (2010)
12	9-Nov	Disaster and Forensic Archaeology	Gould (2007), Gould, 2007 (ch 2), NYT (2011), Meskell (2002), Kerrigan (2011), https://www.911memorial.org ; Steele (2008), Fl (2009), Congram and Sterenberg (2009)
13	16-Nov	Archaeology as Education and Entertainment	Fagan and Rose (2003); Parker (2016); Cook In Council (2017), Sutherland (2011); Kehoe (2004 (2017)
14	23-Nov	Presentations	
15	30-Nov	Presentations	

Course Summary:

Date	Details	
Mon Aug 24, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000581&include_contexts=course_1361019)	9am to 10:30am
Thu Aug 27, 2020	Sign-up for Article Critique	to do: 11:59pm
Sun Aug 30, 2020	Synthesis 1 (Ethics in Archaeology) (https://webcourses.ucf.edu/courses/1361019/assignments/6684757)	due by 11:59pm
Mon Aug 31, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000582&include_contexts=course_1361019)	9am to 10:30am
	Assignment 2 (Law) (https://webcourses.ucf.edu/courses/1361019/assignments/6684758)	due by 11:59pm
Mon Sep 7, 2020	Assignment 3 (Kennewick Man) (https://webcourses.ucf.edu/courses/1361019/assignments/6684754)	due by 11:59pm
Mon Sep 14, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000584&include_contexts=course_1361019)	9am to 10:30am
	Assignment 4 (Shipwreck Archaeology) (https://webcourses.ucf.edu/courses/1361019/assignments/6684759)	due by 11:59pm
	Prospectus (https://webcourses.ucf.edu/courses/1361019/assignments/6684772)	due by 11:59pm
Mon Sep 21, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000585&include_contexts=course_1361019)	9am to 10:30am
	Assignment 5 (Archeo-Tourism) (https://webcourses.ucf.edu/courses/1361019/assignments/6684760)	due by 11:59pm
Mon Sep 28, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000586&include_contexts=course_1361019)	9am to 10:30am

Date	Details	
Mon Oct 5, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000587&include_contexts=course_1361019)	9am to 10:30am
	Assignment 6 (Cultural Terrorism) (https://webcourses.ucf.edu/courses/1361019/assignments/6684761)	due by 11:59pm
Mon Oct 12, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000588&include_contexts=course_1361019)	9am to 10:30am
	Assignment 7 (Holocaust Denier) (https://webcourses.ucf.edu/courses/1361019/assignments/6684762)	due by 11:59pm
Mon Oct 19, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000589&include_contexts=course_1361019)	9am to 10:30am
	Assignment 8 (The Negative History of 9/11) (https://webcourses.ucf.edu/courses/1361019/assignments/6684763)	due by 11:59pm
Mon Oct 26, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000590&include_contexts=course_1361019)	9am to 10:30am
	Assignment 9 (Branding) (https://webcourses.ucf.edu/courses/1361019/assignments/6684764)	due by 11:59pm
Mon Nov 2, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000591&include_contexts=course_1361019)	9am to 10:30am
Mon Nov 9, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000592&include_contexts=course_1361019)	9am to 10:30am
	Assignment 10 (Interactive Archaeology) (https://webcourses.ucf.edu/courses/1361019/assignments/6684756)	due by 11:59pm

Date	Details	
Mon Nov 16, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000593&include_contexts=course_1361019)	9am to 10:30am
	Paper Draft (https://webcourses.ucf.edu/courses/1361019/assignments/6684770)	due by 11:59pm
Mon Nov 23, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000594&include_contexts=course_1361019)	9am to 10:30am
	Paper Critique (https://webcourses.ucf.edu/courses/1361019/assignments/6684769)	due by 11:59pm
Tue Nov 24, 2020	Paper Presentation (https://webcourses.ucf.edu/courses/1361019/assignments/6684771)	due by 11:59pm
Mon Nov 30, 2020	ANT 4105 M (9-10:20) (https://webcourses.ucf.edu/calendar?event_id=2000595&include_contexts=course_1361019)	9am to 10:30am
Tue Dec 1, 2020	Final Paper (https://webcourses.ucf.edu/courses/1361019/assignments/6684768)	due by 11:59pm
	Roll Call Attendance (https://webcourses.ucf.edu/courses/1361019/assignments/6684773)	
	Student Questionnaire (https://webcourses.ucf.edu/courses/1361019/assignments/6684753)	