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 their 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 19th 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.

Meskell, L. M. 2000: Re-em(bed)ding sex: Domesticity, sexuality, and ritual in New Kingdom Egypt, in *Archaeologies of Sexuality*, R. Schmidt and B. Voss, eds., pp. 253-262, London, Routledge Press.

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.

Meskell, L. 1998. An Archaeology of Social Relations in an Egyptian Village. *Journal of Archaeological Method and Theory* 5: 209-243.

Paper Due December 11th @ 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:

Letter Grade	Percentage	Letter Grade	Percentage
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/zgradeLinks 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..

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, 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.htmlLinks 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-UCFLinks 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.eduLinks 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 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 to discuss specific accommodations for this or other courses.