# Course Syllabus

Edit

## REMOTE LECTURE CLASS

## NO CAMPUS ATTENDANCE REQUIRED

## ZOOM Lectures ONLY on T 10:30-11:45am

### ANT 3920 0M01 (Special Topics)

### First Peoples of the Caribbean

### (3 credits)

## Course Description:

This course is a survey of the archaeology of the indigenous people of the West Indies. Instruction begins with an overview of the diverse physical and biological geography found in the archipelago, and how the uniqueness of the West Indies influenced the adaptation and culture of the indigenous peoples who lived there. Next, students learn about the anthropological process of island colonization, and how human societies overcome technological, social, and economic challenges to discover, settle, and flourish on remote oceanic islands. Thereafter, discussion turns to the culture history of the West Indies as understood through the archaeological record, covering all eras from the earliest colonization of the archipelago nearly 7,000 years ago to the decimation of indigenous Caribbean society in the decades following European contact. Throughout the course,

students will learn how a combination of migration and local adaptation influenced the dynamics of indigenous economic systems, social organization, and mythology and worldview as expressed in their durable arts

## Course Objectives

## Course Objectives:

1. Discover how the geology, geography, climate, and biogeography of the Caribbean creates a unique environment for human settlement in the Americas.
2. Examine the process of human island colonization from a broad, cross-cultural anthropological perspective. How (and why) do people settle distant islands?
3. Appreciate the rich diversity of the pre-Columbian peoples of the Caribbean, from the first forager-colonists, through the earliest farmers, the invention and diffusion of ceramics, to the rise (and eventual destruction) of the Classic Taino chiefdoms and their contemporaries.

## Instructor and Course Information:

Instructor: Dr. Pete T. Sinelli

Office: Howard Phillips Hall 309 c

Personal phone: (407) 575-6456

Office phone: (407) 823-2227

Office Hours: Online by appointment. Or message me through webcourses.

Email: **ptsinelli@gmail.com (mailto:ptsinelli@gmail.com)** or **Peter.sinelli@ucf.edu (mailto:Peter.sinelli@ucf.edu)**

Teaching Asst.: TBA

**(mailto:Peter.sinelli@ucf.edu)**

Contact Info: Contact via Webcourses message

**(mailto:Peter.sinelli@ucf.edu)**

Office hours: TBA

**(mailto:Peter.sinelli@ucf.edu)**

Course Modality: V1 (Remote lecture via Zoom)

Class Hours: Tuesdays 10:30-11:45

Final Exam Time: TBA once UCF has figured that out. Don't worry, you'll have a

week to do it.

Prerequisites: None

## Course Participation Requirements

For Fall 2020 this course will be offered in the new video format, meaning students do not have to attend lectures on campus. However, the university still designates this as a “Synchronous M Mode” course, NOT a “W Mode” or online class. It is just like a traditional M class except that lectures will be delivered remotely, via Zoom, instead of in a classroom.

WHAT THIS MEANS FOR STUDENTS:

- As with any M Mode class, lecture attendance/participation is required. These will occur via Zoom every Tuesday from 10:30-11:45.
- For security purposes, students will receive an invitation to each week’s Zoom lecture. These will include a link to the Zoom session and a password to enter it. Students are responsible for checking their messages regularly to ensure that they have the credentials to enter the Zoom lectures each week.
- Recorded class lectures will NOT be posted to Webcourses after the synchronous lecture has concluded.
- In-class quizzes and assessments will occur during synchronized Zoom lectures and must be completed at that time
- Recorded lectures will ONLY be made available to students who missed them upon receipt of an excuse note as described in the "Absentee and makeup policies".
- In-lecture Announced Quizzes will ONLY be made available to students who missed them upon receipt of an excuse note as described in the "Absentee and makeup policies".

## Absentee and makeup policies:

**The potential for illness or personal issues caused by coronavirus requires us to be flexible, but that does not give anyone carte blanche for missing**

**class lectures or assignments.** If you become sick or there is an unforeseen emergency that interferes with your lecture attendance or completing and exam or assignment on time, it is critical that you notify me immediately via phone or email. I will not distribute recorded lectures, accept late assignments, or schedule make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.

**Having to work is NOT a valid excuse for missing classes or assignments.** You signed up for an M mode class with the full knowledge that your attendance at remote lectures would be required. Adjust your work schedule just like you would if you signed up for and in-person class on campus or drop the class.

**The only acceptable form of documentation for illness is a doctor's statement or evidence of virus testing.** Proof of personal or family emergency can consist of a police report, a relative's doctor statement, a towing or garage invoice, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 5 business days of the scheduled exam time.

## Course Materials and Resources

Keegan, W.F. and C.L. Hoffman

2017 *The Caribbean Before Columbus*. Oxford University Press

Waldron, L

2019 *Pre-Columbian Art of the Caribbean.* University Press of Florida

## Assessment and Grading Procedures

Students' grades will be based out of 500 total points. Grades can be calculated by dividing the total number of points earned by 500. Grades for every assignment will be posted online.

1. *Exams – 200 points (2 at 100 each).* Exams will consist of multiple choice/ True-

1. *Exams—200 points (2 at 100 each).* Exams will consist of multiple choice, True false questions and/or and essay and short answer section.
2. *Caribbean geography quiz—50 Points.* This quiz will be administered in Week 2 of class to ensure that every student knows what the professor is talking about when he mentions an island, country, region, etc.
3. *Position Papers—60 Points (4 at 15 points each).* These are brief 500 word essays (that's no more than ¾ of a single-spaced page) in which you state and defend your position on a topic discussed in class lectures and/or the readings. These are analytical assignments designed to help developing scholars articulate an argument in a manner consistent with academic convention. You won't be graded just on your answer but how you structure your argument and defend it with relevant evidence. Specific instructions will be posted to Webcourses under the "Position Papers" Module on the main course modules page. The due dates for each Position Paper are also listed in the course schedule. The topics will be announced in class and subsequently posted to Wedbourses when the Position Paper is assigned.
4. *Grab Bag assignments—40 points (various points each).* You will not get much out of this class if you don't attend every week, so I'll drop pop quizzes and other impromptu assignments on you during class to keep everyone on their toes.
5. *Research Paper (150 points). S*tudents will research and discuss a current problem in Caribbean archaeology. This is a semester-long project with periodic deliverables (see below) and specific instructions for each deliverable will be posted to Webcourses under the "Research Paper Instructions" Module on the main course modules page.
   - Topic submission and preliminary literature review (25 Points) DUE 9/15.
   - Detailed outline and bibliography (25 points) DUE 10/6.
   - Final Paper (100 points) DUE 11/23
6. *Course Document Quiz (10 Extra Credit points).* All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Course Document Quiz in Webcourses by the end of the first week of classes, or as soon as possible after adding the course, but no later than Midnight on Friday August 28. Failure to do so will result in a delay in the disbursement of your

financial aid.

## Grading Scheme Used For Final Grades:

The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

| | |
|---|---|
| A | 470 or more |
| A- | 450-469 |
| B+ | 435-449 |
| B | 420-434 |
| B- | 400-419 |
| C+ | 385-399 |
| C | 370-384 |
| C- | 350-369 |
| D+ | 335-349 |
| D | 320-334 |
| D- | 300-319 |
| F | 299 or less |

Individual exams and quizzes will not be curved. Neither will the overall course distribution.

## Course Schedule

NOTE: The Course Schedule is the primary document describing due dates. Like the US Constitution it supersedes everything else, including the Webcourses

calendar and to-do list. These tools are not always accurate and students should NEVER use them as the only means for determining due dates.

If you only look at the Webcourses calendar or to do list and miss something because you did not check the course schedule YOU ARE OUT OF LUCK! "It didn't show up in my calendar" will not be accepted as an excuse for missed work because it is your job to know when things are due. READ THE COURSE SCHEDULE--THAT'S WHY IT'S THERE!

You can access the Course Schedule on the Modules homepage under the "Course Schedule" heading.

## Dr. Sinelli's Philosophy of Inclusion

It is my intent that students from all diverse 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 the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: in race, culture, age, religion, sexual orientation, gender identity, socioeconomic background, and myriad other social identities and life experiences which make us all unique. I have made a deliberate effort to include scholarship produced by Black and Indigenous anthropologists as well as community and/or representative voices of cultures, communities, and histories discussed in our classes. Still there is always room for improvement, and your suggestions are encouraged and appreciated. Please let me know about research or other contributions which will improve the inclusiveness of the course material for you personally, or for other students or student groups.

**Important note:** In this course we will learn about an Indigenous culture that was extinguished by European colonialism, militarism, exploitation, and genocide. Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the class. I will attempt

to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue:
   - Student Bias Grievances – Just Knights response team - **http://jkrt.sdes.ucf.edu/** **(http://jkrt.sdes.ucf.edu/)**
   - UCF Compliance and Ethics Office - **http://compliance.ucf.edu/** **(http://compliance.ucf.edu/)**
   - Ombuds Office - **http://www.ombuds.ucf.edu** **(http://www.ombuds.ucf.edu)**

**(http://www.ombuds.ucf.edu)**

## University Core 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 (https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842b**. 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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842b** 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

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://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CUCFTeam-COS-ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842b**
)

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.

8a. 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.

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 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 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.

## Course Accessibility Statement:

# 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/> (Ferrell Commons 185, 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.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

# 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.

• 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.

• 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:

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.

## 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
http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.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/5.020ReligiousObservancesFINALJa

# 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 if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

# FERPA and Privacy:

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at **http://registrar.ucf.edu/ferpa (http://registrar.ucf.edu/ferpa)** .

# Protocols

Webcourses Announcements and Messages.  Webcourses announcements and messages from me will be an integral part of this course. Make sure you:

1. Check for announcements and messages at least twice per week (more often is better).
2. Be patient. Don’t expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.

3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your messages can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Topics. Many of the "rules of the road" or protocols that apply to messages also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use webcourses messages rather than the discussions (see above Protocols).
3. Use the appropriate Discussion Topic; don’t post everything on the "Main" Discussion Topic.

4. Be patient. Don’t expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and messages --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition the

discussion.

6. Everyone should feel free to participate in class and online discussions.
7. Respect each other’s ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
0. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
1. Use the "reply" button rather than the "compose" button if you are replying to someone else’s posting.
2. Do not use postings such as "I agree," "I don’t know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
3. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
4. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Viruses. A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, you are responsible to have access to working technology. "My computer crashed" and "My internet doesn’t work" are today’s equivalents of "My dog ate my homework." You signed up for an online class, so these are not valid excuses for failing to get your work in on time.

# Technical Resources.

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- **UCF Home Page** (http://www.ucf.edu/) will help find UCF resources
- **UCF Computer Service Desk** (http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **Learning Online** (http://learn.ucf.edu/) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – **http://www.cstore.ucf.edu/** (http://www.cstore.ucf.edu/)
- **Hardware/Software Requirements** (http://learn.ucf.edu/webcourses/support.html)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

**COURSE SCHEDULE:** The course schedule is tentative and I reserve the right to make reasonable modifications if they are needed.

Weekly Modules and their associated quizzes will go live on **Mondays at 7am and will remain open until that Friday at 11:59pm (i.e. you have the whole work week to do them)**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

| **Week and day of class** | **Topic** | **Weekly Module opens Mondays at 7am and are due Fridays at 11:59pm** |
|---|---|---|
| Week 1<br>August 24 | M 8/24: Course Introduction<br><br>W 8/26*: Class Lecture: Intro to Biological Anthropology*<br>• Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5<br>• | Module 0 Course Activity Quiz<br>**Due FRIDAY August 28 at 11:59pm for Course Activity.** |
| Week 2<br>August 31 | M 8/31: Quiz 1 (Nature of Science Pretest) at the start of the class period.<br>*Class Lecture: The Nature of Science*<br><br>W 9/2: *Posted Lecture: Before Darwin, the Rise of Science.* | Module 1 (Chapter 2)<br>Due Sep 4 at 11:59 pm |
| Week 3<br>Sep 7 | M 9/7: No class! Labor Day!<br><br>W 9/9: *Class Lecture: Natural Selection* | Module 2 (Chapters 3 and 4)<br>Due Sep 11 at 11:59 pm |
| Week 4<br>Sep 14 | M 9/14: *Class Lecture: Population Genetics*<br>Wrap up and review for Exam 1.<br>• Quiz 2 (Nature of Science Posttest) at the end of class.<br><br>W9/16: Study Day! No class! Do the following online!<br>• Inquizitives due Friday 9/18 at 11:59 pm: "How to do Use Inquizitive" and Chapters 1-5<br>• Exam 1 opens on Weds. 9/16 at 7 am and is due Friday 9/18 at 11:59 | Module 3 (Chapter 5)<br>Due Sep 18 at 11:59 pm |
| Week 5<br>Sep 21 | M 9/21: *Class Lecture: Primate Anatomy*<br>• Exam 2 Inquizitives open: Chapters 6, 7, and 9<br><br>W 9/23: *Class Lecture: Primate Evolution* | Module 4 (Chapter 9)<br>Due Sep 25 at 11:59 pm |
| Week 6<br>Sep 28 | M 9/28: *Class Lecture: Primate Evolution, Continued.*<br><br>W 9/30: Movie Day! No Class! Watch the movie on "The Living Primates" that will be posted to Webcourses. | Module 5 (Chapter 6)<br>Due Oct 2 at 11:59 pm |

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|---|---|---|
| Week 7<br>Oct 5 | M 10/5: Wrap up and review for Exam 2.<br>• Quiz 3 at the end of class.<br><br>W: Study Day! No class! Do the following online!<br>• Inquizitives due Friday 10/9 at 11:59 pm: Chapters 6, 7, and 9<br>• Exam 2 opens on Weds. 10/7 at 7 am and is due Friday 10/9 at 11:59pm | Module 6 (Chapter 7)<br>Due Oct 9 at 11:59 pm |
| Week 8<br>Oct 12 | M 10/12: *Class Lecture: Hominid Adaptations*<br>Exam 3 Inquizitives open: Chapters 8 and 10.<br><br>W 10/14: *Hominid Adaptations, continued.*<br>• Quiz 4 at the end of class. | Module 7 (Chapter 8)<br>Due Oct 16 at 11:59 pm |
| Week 9<br>Oct 19 | M 10/19: Movie Day! No Class! Watch the movie "The Dawn of Humanity" that will be posted to Webcourses.<br><br>W 10/21: *Class Lecture: Protohominins, Ardipithecus, and Early East African Australopithecus.* | Module 8 (Chapter 10)<br>Due Oct 23 at 11:59 pm |
| Week 10<br>Oct 26 | M 10/26: *Class Lecture: Lucy, A. garhi and East African robust hominins.*<br><br>W 10/28: *Class Lecture: South African hominins* | No Module This Week!! |
| Week 11<br>Nov 2 | M 11/2: *Class Lecture: Early Homo.* Wrap up and review for Exam 3.<br>• Quiz 5 at the end of class.<br><br>W 11/4: Study Day! No class! Do the following online!<br>• Inquizitives due Friday 11/6 at 11:59 pm: Chapters 8 and 10.<br>• Exam 3 opens on Weds. 11/4 at 7 am and is due Friday 11/6 at 11:59pm | No Module This Week! |
| Week 12<br>Nov 9 | M 11/9: *Class Lecture: Homo erectus*<br>Final Exam Inquizitives open: Chapters 11, 12 and 13.<br><br>W 11/11: No Class-Veterans Day! | Module 9 (Chapter 11)<br>Due Nov 13 at 11:59 pm<br><br>**Thank you vets!!** |
| Week 13<br>Nov 16 | M 11/16: *Class Lecture: Homo heidelbergensis*<br><br>W 11/18: Movie Day! No Class! Watch the movie "Neanderthals parts 1 and 2" that will be posted to Webcourses. | Module 10 (Chapter 12)<br>Due Nov 20 at 11:59 pm |
| Week 14<br>Nov 23 | M 11/23: *Class Lecture: Neanderthals*<br><br>W 11/25: No Class for Thanksgiving! | No Module this week!<br><br>**Eat Turkey!** |

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| Week 15<br>Nov 30 | M 11/30: *Class Lecture: Neanderthals, Denisovans, and You*<br><br>W 12/2: Wrap up and review for Final Exam.<br>• Quiz 6 at the end of class. | Module 11 (Chapter 13)<br>Due Dec 4 at 11:59 pm |
| Week 16<br>Finals week | No classes! Complete these online!<br><br>• Inquizitives due Friday 12/11 at 11:59 pm: Chapters 11, 12 and 13<br>• Final Exam opens on MONDAY 12/7 at 7 am and is due FRIDAY 12/11 at 11:59pm | |

**IMPORTANT DATES & INFORMATION:**

- Late registration, Add/Drop: August 28
- Withdrawal deadline for this course: October 30