

Fall 2020 • 3.0 credit hours • Fully Online in Webcourses

Professor Contact

Professor: Dr. Sandra Wheeler

Office & Hours: Howard Phillips Hall, 309F (UCF Main Campus), 407-823-3769

Hours: Mondays 12:00pm-2:00pm in Chat for online office hours *and* by appointment

E-mail: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistants (GTA) Contact

GTA's: Kat Lane and Caroline Jasiak

Contact: TBA in Chat for online office hours; Inbox and on Discussion Board in Webcourses

University Catalogue Description

Anthropological exploration into the phenomenon of the undead (namely, zombies, vampires, and mummies) and our fascination with this subject. Prerequisite(s): Sophomore standing.

Course Description

In this course, we will investigate the long history and relationship that humans have had with the supernatural, namely the undead: vampires, zombies, and mummies. Blood-sucking vampires have been present in ancient tales and traditional folklore for thousands of years. From the earliest whispers in ancient Mesopotamia to contemporary times, stories of vampires flourished, fueled by superstition, sexual mystery, and fear of becoming a meal for a hungry demon.

Stories of flesh-eating living dead (aka, zombies) have existed for centuries. And, as we all know, zombies are a major social problem. In recent years, they have been used in economic models, philosophical debates, and consumed (no pun intended) much of our time in game apps. How are they made, why do they eat brains, but more importantly, would *you* survive a zombie-pocalypse.

For centuries, mummies have held a certain fascination, as bringers of curses and harbingers of doom, mostly out for revenge for being disturbed from their long slumber. Is there any truth to the mummy's curse? Given that traveling exhibits of mummies are the number one draw in the world for museum visitors, I certainly hope that's not the case!

We will also examine how anthropology is able to address key questions linked to the existence of the undead by exploring why this topic is so popular in our lives today and how various cultures have tried to cope with the knowledge that one day, they too might become one of the undead.

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

Learning Objectives

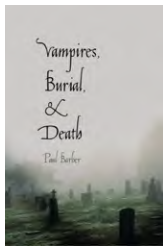
By the end of this course you will be able to:

- Describe the basic anthropological perspectives on death, dying and the undead body.
- Critically examine the evidence for the presence of the undead in archaeological, historic and modern contexts.
- Explore how the undead may be used in various disciplines to explain or evaluate living human behaviors.
- Formulate knowledgeable questions about how science and pseudoscience are used in understanding the undead.
- Demonstrate knowledge of survival techniques in the event of vampire nesting, a zombie-pocalypse, or mummy resurrection.

Required Texts

There are **two required textbooks** for this course. You will need **both** to successfully complete this course. Lucky for you, the **digital version** of these textbooks is available **FOR FREE** through the [UCF Library](#)!! You may view them online **OR** download the **FULL PDF** for reading offline!! If you are off campus, you will need to **log into** the [UCF Library](#) website to access the digital books. If you still want to buy the hard copies, the textbooks are available for purchase in the UCF Bookstore and through various online vendors. All mummy readings will be provided to you electronically on Webcourses. Any other additional readings will be provided electronically (pdf's) in the course modules. You are welcome!

For a full list of readings by module, see table below.



Vampires, Burial, and Death

Author: Paul Barber

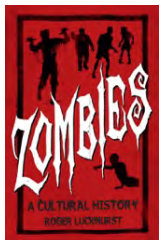
Edition: 2nd

Year: 2010

Publisher: Yale University Press

ISBN: 0300164815 (available in paperback) **OR FOR FREE** through the UCF Library:

<https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=3420957>



Zombies: A Cultural History

Author: Roger Luckhurst

Year: 2015

Publisher: Reaktion Books

ISBN: 1780236697 (available in paperback) and in Kindle **OR FOR FREE** through the UCF

Library: <https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4312149>

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Supernatural Discussions (2)	20%	Written post and response on supernatural beliefs
Written Assignments (2)	20%	Written assignments based on course materials, complete 2 of 3 assignments
Quizzes (11)	20%	13 module quizzes based on course materials, 2 lowest quiz scores dropped
Exams (3)	40%	3 True/false, multiple choice, fill-in-the-blank, and short answer questions based on the posted readings, videos, and lecture materials

Getting Started Activities: Make sure you complete both by Friday as per UCF's Financial Aid policy!

Supernatural Discussions: There are **2 required discussions** that relate to our belief in the supernatural world.

Everyone is required to complete both! Details for each Discussion can be found on the assignment pages.

Discussions are worth 20% of your final grade.

Written Assignments: There are **3 written assignments** in this course. You are only **required to complete 2** of these, **you will choose** which 2 to complete! Details for each assignment can be found on the assignment pages. Written Assignments are worth 20% of your final grade.

Quizzes: There are **13 quizzes** in this course. Each module has a quiz at the end based on all the materials presented in that module. Quizzes are online and are made up of true/false, multiple choice, and fill-in-the-blank questions. The **lowest 2 quiz scores** are dropped for a total of **11 required quizzes**. Quizzes are worth 20% of your final grade.

Exams: There are **three required exams** in this course. Exams are **online** and are made up of true/false, multiple choice, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Once you begin an exam, **you must finish it!** The exams are timed so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Once you start an exam, you have 2.5 hours (150 minutes) to complete it. Exams close at midnight, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam is online, is NOT cumulative, and is scheduled during Final's Week.**

What About Make-Up Work?

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, global pandemics (!!), etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services** for additional support: <https://scs.sdes.ucf.edu/services/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or

personal problems that prevent them from logging in regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the [UCF Knights Online](#) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

This class is fully online so we will never meet in person. However, if you are on campus during my office hours, feel free to pop by and say hello! You will hear my disembodied voice on the posted lectures, sometimes it's nice to attach a face to the voice.

If you are a **UCF Online student**, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes (13) due by 11:59pm Written assignments (3) due by 11:59pm 	<ul style="list-style-type: none"> Start review of module pages Pop in during online office hours 	<ul style="list-style-type: none"> Read text and additional readings 	<ul style="list-style-type: none"> Watch any video or media in modules 	<ul style="list-style-type: none"> Keep reading and reviewing 	<ul style="list-style-type: none"> Supernatural Discussions (2) and responses due by 11:59pm Exams (3) open at 8am 	<ul style="list-style-type: none"> Dance

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

This course begins on **MONDAY, AUG 24** and ends on **FRIDAY, DEC 4**. The Final Exam (Exam 3) is available during Final's Week, **MONDAY, DEC 7-FRIDAY, DEC 11**. Over the course of this semester, you will be expected to:

- Listen to all online lectures and complete module content
- Read and watch all posted content
- Complete the assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class

Online lectures will introduce new materials, include discussions related to readings and module topics, and provide you with clarifications or additional information not found in your book. To be successful in this course, you will need to check Webcourses often, take notes, and keep up with the module quizzes. A large portion of your exams relates to materials covered in the modules.

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful! Second, if you email me or your TA using your Knights account, include **ANT 3026W or Zombies/Mummies/Vampires/Undead** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#). I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age,**

socioeconomic status, immigration status, ethnicity, and culture, are respected. And hey, zombies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns (PGPs)** when communicating with you.

Campus Safety (if you are 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.
- Sign up to receive UCF text alerts by going to <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."
- If you are not on campus, use your common sense and stay safe.

Student Accessibility Services (SAS)

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.

Deployed Active Military Students

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

Religious Observances

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

Copyright

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

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (i.e., zombie apocalypse). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments can be found in the table below.

Module	Topic, Required Readings and Due Dates
Module 1	Death and Decay Text <ul style="list-style-type: none">Barber P. Chapter XII (pages 102-119) and Chapters XVII-XIX (pages 166-194). In: <i>Vampires, Burial & Death</i>. Yale University Press. Additional Readings <ul style="list-style-type: none">Roach M. How to Know if You're Dead (pages 167-195). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton.Roach M. Life After Death (pages 61-84). In: <i>Stiff: The Curious Life of Cadavers</i>. W.W. Norton. Assignments <ul style="list-style-type: none">Getting Started Activities: due Aug 28Quiz 1: due Aug 30
Module 2	Curses and Cures Additional Readings <ul style="list-style-type: none">Cockburn A. Introduction (pages 1-11). In: <i>Mummies, Disease, and Ancient Cultures</i>. 2nd Ed. Cambridge University Press.Bernschneider-Reif S. Mumia vera Aegyptiaca (pages 198-207). In: <i>Mummies of the World</i>. Prestel.Brier B. Tutankhamen, Superstar (pages 161-178). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. Assignments <ul style="list-style-type: none">Quiz 2: due Sep 6
Module 3	Living with the Dead Additional Readings <ul style="list-style-type: none">Daily Mail article, Indonesian Villagers Dig Dead Relatives Assignments <ul style="list-style-type: none">Supernatural Perceptions Discussion: due Sep 4 with response by Sep 11Quiz 3: due Sep 13
Module 4	Mummy Mania Additional Readings

	<ul style="list-style-type: none"> • Brier B. Rome and the Birth of Egyptomania (pages 19-41). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. • Brier B. The Mummy Goes to the Movies (pages 179-192). In: <i>Egyptomania: Our Three Thousand Year Obsession with the Land of the Pharaohs</i>. Palgrave Macmillan. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 4: due Sep 20
Module 5	<p>20th and 21st Century Mummies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> • Graefen A and Alt KW. 2010. Mummification Today (pages 180-187). In: <i>Mummies of the World</i>. Prestel. • Reiblich L. 2010. A Death Beyond Life-Lenin, Mao, Evita. In: <i>Mummies of the World</i>. Prestel. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 5: due Sep 27
Exam 1 (opens 8:00am on Friday, Sep 25 and closes 11:59pm on Sunday, Sep 27, 2020)	
Module 6	<p>Vampire Origins and Folklore</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Preface to Chapter VIII (pages v-65). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 6: due Oct 11 • Meet a Mummy assignment: due Oct 11
Module 7	<p>Search and Destroy</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapters IX-X (pages 66-97) and XVI (pages 154-165). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Reading</p> <ul style="list-style-type: none"> • Gregorika L et al. 2014. Apotropaic Practices and the Undead: Biogeochemical Assessment of Deviant Burials in Medieval Poland. <i>PLoSOne</i> 9(11): e113564. • Roach M. 2006. How to Weigh a Soul (pages 79-106). In: <i>Spook: How Science Tackles the Afterlife</i>. W.W. Norton & Co. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 7: due Oct 18
Module 8	<p>Vampire Archaeology</p> <p>Text</p> <ul style="list-style-type: none"> • Barber P. 1988. Chapter XII (pages 98-101). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Additional Readings</p> <ul style="list-style-type: none"> • Betsinger TK, Scott AB. 2014. Governing from the Grave: Vampire Burials and Social Order in Post-Medieval Poland. <i>Cambridge Archaeological Journal</i> 24: 467-476. <p>Assignments</p> <ul style="list-style-type: none"> • Quiz 8: due Oct 25
Module 9	<p>Coffins and Counts – Vampire Pop Culture</p> <p>Text</p>

	<ul style="list-style-type: none"> Barber P. 1988. Chapters XIII-XV (pages 120-153) and Conclusion (pages 195-198). In: <i>Vampires, Burial & Death</i>. Yale University Press. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 9: due Nov 1
Exam 2 (opens 8:00am on Friday, Oct 30 and closes 11:59pm on Sunday, Nov 1, 2020)	
Module 10	<p>Zombie Origins</p> <p>Text</p> <ul style="list-style-type: none"> Luckhurst R. 2015. Introduction to Chapter 2 (pages 7-57) and Chapter 5 (pages 97-108). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 10: due Nov 8 Bad Old Vlad assignment: due Nov 8
Module 11	<p>Evil and Undead Zombies</p> <p>Additional Readings</p> <ul style="list-style-type: none"> Carroll N. 2010. The Fear of Fear Itself. In: <i>Zombies, Vampires, and Philosophy: New Life for the Undead</i>. Open Court. Derksen C and Hudson Hick D. 2011. Your Zombie and You: Identity, Emotion, and the Undead. In: <i>Zombies Are Us: Essays on the Humanity of the Walking Dead</i>. McFarland & Company, Inc. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 11: due Nov 15
Module 12	<p>Zombie in Film and Pop Culture</p> <p>Text</p> <ul style="list-style-type: none"> Luckhurst R. 2015. Chapter 3-4 (pages 58-96) and Chapters 6-7 (pages 109-166). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Additional Reading</p> <ul style="list-style-type: none"> Vuckovic J. 2011. Chapters 3 (pages 60-79) and 5 (pages 108-129). In: <i>Zombies: An Illustrated History of the Undead</i>. St. Martin's Griffin. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 12: due Nov 29 Supernatural Reflections Discussion: due Nov 27 with response by Dec 4
Module 13	<p>Zombie Globalization</p> <p>Text</p> <ul style="list-style-type: none"> Luckhurst R. 2015. Chapter 8 (pages 167-196). In: <i>Zombies: A Cultural History</i>. Reaktion Books. <p>Assignments</p> <ul style="list-style-type: none"> Quiz 13: due Dec 6
Exam 3 (opens 8:00am on Monday, Dec 7 and closes 11:59pm on Friday, Dec 11, 2020)	

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.

ANT3154-20Fall 0W60

Survey of American Historical Archaeology

Fall 2020 Syllabus

Instructor Information

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

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

Office Hours: Tuesdays 1:30pm-2:30pm or by appointment (via WebCourses)

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

Graduate Teaching Assistant (GTA): Alexandria (Lexie) Brock

Office: Main Campus, Howard Phillips Hall, 311 (Via WebCourses)

Email: Use WebCourses Email

Office Hours: Tuesday from 9am-10am. During this time I will be available to answer emails immediately and can set up Zoom meetings as needed.

Catalog Description

Examines historical archaeology of the United States from the arrival of Europeans through the early 20th century to understand America's history using archaeological principles.

Required Texts

There are no required texts for this course. All readings are provided as links/PDFs in WebCourses.

Course Description

This course focuses on the theoretical, methodological, and thematic developments in historical archaeology. This field investigates the development of the modern world through material remains and their integration with other historical sources (e.g., documents, oral history). As students will discover, delineating the time period of historical archaeology is a tricky affair. For the purposes of this course the time period under investigation is approximately the 1500s until present. Historical archaeology is multidisciplinary and this course will cover methods related to documentary, oral, and material evidence. The course introduces students to the field of historical archaeology as it presently exists and draws on case studies exploring issues of capitalism, colonialism, and the material construction of modern identities and institutions. Historical archaeology currently represents the fastest growing segment of archaeology in the United States of America, particularly as it relates to cultural resources management (CRM). This will also be explored.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

GroupMe Policy

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

Online Activity Policy

This course includes online activities, some of which may cover topics that are sensitive or uncomfortable for some students. DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in your responses. In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. This isn't about politicizing topics, but respecting others. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all online activities. Disrespecting GTAs and/or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will explore the development of historical archaeology as a field of anthropology. This view supports a deeper engagement with the field's exploration of topics relevant to the present (e.g., identity, violence).
- Students will work with various types of evidence used by historical archaeologists. Historical archaeology is unique among anthropology's subfields in its use of artifacts, oral testimony, and documents to explore the human experience.
- Historical archaeology's contributions differ from history, ethnography, and other social sciences that study the recent human past. Students will explore what is unique about historical archaeology's approach to studying the past, and why this matters in today's world.
- Students will answer anthropologically-inspired questions regarding past human experiences. Evidence-based arguments do more than create simple chronologies. Historical archaeology's dedication to an anthropological approach includes giving a voice to the voiceless, addressing modern social issues, and exploring reconciliation in the present.

- Students will explore how historical archaeologists combine evidence and theory to investigate race, class, gender, sexuality, and identity in the past and present. These and related topics are now standard research foci for the discipline.

Grading

Grades will be determined from the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Five Online Labs:	25 possible points (5 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer questions. Questions will test students on content from assigned readings and lectures. Each exam will correspond to a set of weeks (see syllabus below). In other words, there are no cumulative tests (or final).

Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Complete details and instructor expectations will be posted at the beginning of each activity. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).

Total Points: 15

Five Online Labs: A total of five online labs will be offered throughout the semester. This will be active from 8am Monday through Midnight (11:59pm) Friday. Because of the extended availability of online labs, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital). See syllabus and associated assignments for more information.

Total Points: 25

Total Possible Points: 100 (each point = 1% point)

Course Grading Scale

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

A = 94-100	A- = 90-93.9	
B+ = 87-89.9	B = 84-86.9	B- = 80-83.9
C+ = 77-79.9	C = 70-76.9	

D+ = 67-69.9 D = 60-66.9

F = 59.9 and below

Extra Credit Opportunities

I offer two extra credit opportunities in this class. The first is the syllabus quiz, which also serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade. In addition, an extra online lab is offered that will count for an additional 2.5% of extra credit.

Late Online Activities and Lab Policy

Online activities and labs cannot be made up as they require engagement with other students and/or are available for a long period of time. As such, students who fail to participate will be allowed to turn in a 2-page essay related to the topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -5% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing

messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what **NOT** to do.

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

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


Semester Calendar

Lectures, PPT slides, and other weekly materials will be available by Tuesday of each week in the Modules section.

SECTION 1: WHAT IS HISTORICAL ARCHAEOLOGY

Week 1: Aug 24 - 28

Topic: Course Intro & What Is Historical Archaeology?

Readings: [Orser, Chapter 1](#)  (What Is Historical Archaeology?)

Assignment: [Syllabus Quiz](#)



Week 2: Aug 31 - Sep 4

Topic: Development of Historical Archaeology

Readings: [Orser, Chapter 2](#)  (A Brief History of Historical Archaeology); [Deagan, Neither History nor Prehistory](#) 

Week 3: Sep 7 - 11



Topic: Culture and Scale in Historical Archaeology

Readings: [Orser, Chapter 3](#)  (Culture, History, and Archaeological Sites); [Gilchrist, Introduction](#) 

SECTION II: DOING HISTORICAL ARCHAEOLOGY

Week 4: Sep 14 - 18

Topic: Locating Historical Sites and Urban Archaeology

Readings: [Orser, Chapter 5](#)  (Finding Sites in Historical Archaeology); [O'Keefe and Yamin, Urban Historical Archaeology](#) 

Assignment: [Online Activity 1 - Parramore Case Study](#)

Week 5: Sep 21 - 25

Topic: Artifacts and Dating in Historical Archaeology

Readings: [Orser, Chapter 4](#) (Formula Dating); [Noel-Hume, Tobacco Pipes and Smoking Equipment](#); [McMilan, An Evaluation of Tobacco Pipe Stem Dating Formulas](#)
Assignment: [Online Lab 1 – Pipe Stem Dating](#)

Week 6: Sep 28 - Oct 2

Topic: Historical Archaeology and Buildings

Readings: [Azkarate, Archaeology of Architecture – Buildings Archaeology](#); [Wilkie, Documentary Archaeology](#); [Massheder-Rigby, Oral History](#)

Assignment: [Online Lab 2 – Rosewood Property Records](#)

Week 7: Oct 5 - 9

Topic: Mortuary and Cemetery Studies

Readings: [Deetz, Remember Me as You Pass By](#); [Baugher and Veit, Advances and Gravestone and Cemetery Studies](#); [Davidson, Resurrection Men in Dallas](#)

Assignment: [Online Lab 3 – Seriation Exercise](#)

[Exam 1: Covers weeks 1-6](#)

Week 8: Oct 12 - 16

Topic: GIScience and Archaeology

Readings: [González-Tennant, Recent Directions and Future Developments in GIS for HA](#); [Trepal et al, Historical Spatial-Data Infrastructures for Archaeology](#)

Week 9: Oct 19 - 23

Topic: Historical Archaeology and Cultural Resources Management

Readings: [Orser, Chapter 9](#) (Historical Archaeology and Cultural Resources Management); [Joseph, CRM/Commercial Historical Archaeology in the 21st Century](#)

Week 10: Oct 26 - 30

Topic: Digital Heritage and Historical Archaeology

Readings: [González-Tennant and González-Tennant, Practice and Theory of New Heritage](#); [Douglass et al, Virtual Reconstructions as Archaeological Observation](#)

Assignment: [Online Activity 2 – Exploring Digital Heritage Online](#)

SECTION 3: INTERPRETATION IN HISTORICAL ARCHAEOLOGY

Week 11: Nov 2 - 6

Topic: Historical Archaeologies of Gender and Sexuality

Readings: [Seifret, Within Site of the White House](#); [Springate, 'Archaeology? How does that work?'](#)

[Exam 2: Covers weeks 7-10](#)

Week 12: Nov 9 - 13

Topic: Conflict Archaeology, Dark Tourism, and Difficult Heritage

Readings: [McGuire and Reckner, Building a Working Class Archaeology](#); [Novak and Rodseth,](#)

[Remembering Mountain Meadows](#); [González-Tennant, New Heritage and Dark Tourism](#)

Assignment: [Online Activity 3 – Historical Archaeology and Social Justice](#)

Week 13: Nov 16 - 20

Topic: Historical Archaeologies of Race and Racialization

Readings: [Orser, The Challenge of Race to American Historical Archaeology](#); [González-Tennant, Creating a Diasporic Archaeology of Chinese Migration](#); [Mullins, Racializing the Parlor](#)

Assignment: [Online Lab 4 – Key West’s Erased Chinese Heritage](#)

Week 14: Nov 23 - 27 (Thanksgiving Week/Holiday – no class)

Topic: None

Readings: None

Week 15: Nov 30 - Dec 4

Topic: Ethics, Politics, and Descendant Communities

Readings: [Morrell, Who Owns the Past?](#); [Barile, Race, The National Register, and CRM](#); [González-Tennant, The ‘Color’ of Heritage](#)

Assignment: [Online Lab 5 - Whose Past Is It?](#)

Week 16: Dec 7 - 11

Topic: Final Exam Period

[Exam 3: Covers weeks 11-15](#)

Important UCF Dates for Fall 2020

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

August 28, 2020 - Drop/Swap Deadline

August 28, 2020 - Add Deadline

October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of ConductLinks to an external site.](#) According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in

an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site.>

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility ServicesLinks to an external site.](#) (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site.> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.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."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

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

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

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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


Syllabus



ANT 3163: Mesoamerican Archaeology
Dr. Amanda Groff
Syllabus

Instructor Contact

<p>Instructor</p>	 <p>Dr. Amanda T. Groff amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu)</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours (Virtual and Phone)</p>	<p><u>Various methods for contacting me during office hours:</u></p> <ol style="list-style-type: none"> 1. Email/Inbox (during office hours, I will respond quickly!) 2. Schedule a phone call (so you don't have to see my face!) 3. Schedule a zoom call (if you do want to see my face!) <p><u>Office hours:</u> Tuesdays and Wednesdays 10am-12pm</p> <p>For phone or virtual calls, please make an appointment first!!</p>

Phone	Dept Phone: 823-3757
E-mail/Response time	<p>amanda.groff@ucf.edu (mailto:amanda.groff@ucf.edu) (when emailing, please include the class title in your subject!)</p> <p>I have family, dogs, and friends who want to see me! As such, I will respond to emails from 9am to 4pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dogs.</p> <p>I will respond within 12-36 hours, unless you are notified otherwise.</p>  <p>Bug and Dobby</p>
GTA	Stephanie Fuehr Jane Holmstrom
GTA Email	<p>Stephanie.Fuehr@ucf.edu (mailto:stephanie.fuehr@ucf.edu)</p> <p>Jane.Holmstrom@ucf.edu (mailto:Jane.Holmstrom@ucf.edu)</p>
GTA Office	TBA
GTA Office Hours	TBA

Course Information

Course Name	ANT 3163- Mesoamerican Archaeology
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Credit Hours	3 hrs
Prerequisites	Sophomore standing
Corequisites	none
Semester/Year	Fall 2020
Location	100% Online

Course Description

This survey course is designed to provide a broad introduction to the prehistory of the peoples of Mesoamerica, a culture area that includes all of Guatemala and Belize and parts of Mexico, El Salvador, and Honduras. The class will move chronologically; we will begin with earliest human occupation in this region and end with the arrival of the Spanish. Some examples of cultural groups we will discuss include the Olmec, the Maya, the peoples of Teotihuacan and Tula, and the Aztec Empire. Furthermore, we will explore the archaeological record of this region to discuss topics such as religion, increasing complexity, hieroglyphics, and fascinating artifacts, to name a few. As a Gordon Rule course, students will engage in scientific writing; for example, learning how to write artifact descriptions, abstracts, and an analysis of a pyramid.

Course Catalog Description: An introduction to the prehistory of Mexico. Guatemala and upper Central America from earliest times through the Spanish conquest.

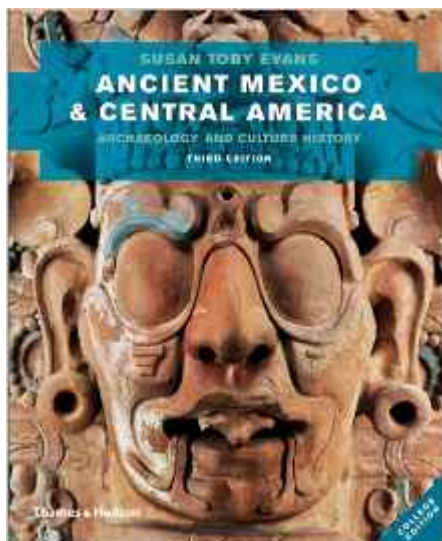
Course Objectives

The specific objectives for this course are that students:

- develop a geographic understanding of Mesoamerica,
- learn the temporal diversity of Mesoamerica,
- understand the various different cultures that comprise Mesoamerica, and
- understand the dynamic field of Mesoamerican archaeology, especially how archaeologists gather information and interpret the past.

Required Text

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



Title: *Ancient Mexico and Central America: Archaeology and Culture History* 3rd edition

Publisher: Thames and Hudson

Year: 2013 ISBN: 978-0500290651

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read)
3. Headphones (if working in a public space so that video clips may be watched)
4. Access to Microsoft word (You can download FOR FREE from UCF Apps: <https://it.ucf.edu/ucf-apps/> (<https://it.ucf.edu/ucf-apps/>))

Course Requirements

This course begins on August 24th, 2020 and ends on December 12th, 2020. **This course is a self-paced course, so you may go as fast as you like as long as you finish by required deadlines (modules are grouped together and due on specific dates throughout the course (see schedule below)). This is to promote scaffolded learning; essentially, so you build your knowledge instead of cramming it in at the last moment at the end of the semester.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1. You have unlimited attempts at this quiz only, allowing you the opportunity to earn the 10.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

Schedule and Total Points

Module #	Chapter Readings	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	-	10	5	August 28
1	1 & 2	5	10	September 6
2	3 & 4	5	10	September 13
Exam 1	-	100	-	September 20
3	5 & 6	5	10	September 27
4	7 & 8	5	25	October 4
5	9	5	15	October 11
Exam 2	-	100	-	October 18
6	10	5	10	October 25
7	11 & 12	5	10	November 1
8	13 & 14	5	10	November 8
Exam 3	-	100	-	November 15
9	15	5	15	November 22
10	16 & 17	5	15	November 29
11	18 & 19	5	10	December 6
Exam 4 (Final) *not cumulative	-	100	-	December 12
TOTAL		465	145	

You must first achieve a perfect score of "10" on the Getting Started Quiz in the Getting Started Module before you will have access to Module 1.

Each module ends with a timed quiz and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz. Also, you will receive a "0" for any assignment that is not completed by the time the module is closed such as discussions, internet assignments, and exercises.

It is your responsibility to check on your grades. Automatically graded quizzes should be available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

Grading Scheme

This course weights grades to emphasize your writing accomplishments.

<u>Assignment Group</u>	<u>Percentage of your Final Grade</u>
Exams	40%
Mini-Quizzes	10%
Written assignments	50%

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 40%, 10%, and 50%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in Group A, 86% in Group B, and 94% in Group C, the final score would be calculated as $(.75 \times .40) + (.86 \times .10) + (.94 \times .50) = .856$, or 85.6%.

The +/- system will be used in this course. These percentages correspond to the following letter grades

Letter Grade	Percentage
A	92.5-100%
A-	89.5-92%
B+	86.5-89%

B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-)

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit and be sure to bring up any questions to me immediately!

Timed Assignments: Mini-Quizzes and Exams:

You will encounter timed work in this class. **Once a timed assignment, mini-quiz, or exam is opened, it is your ONLY chance to complete the quiz** – there is no second chance! Note that once you click "Take the Quiz", the countdown clock begins and will continue running til time is up (even if you navigate away from the page). Any timed assignment problems that are the result of you waiting until the last minute to take the timed assignment will result in a "0" for the quiz.

Important Dates and Information

Add class deadline Friday, August 28 ; Drop class deadline: Friday, August 28

Withdrawal deadline for this course: Friday, October 30

Final course closing date: Saturday, December 12

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August 28**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses

There are NO make-ups in this course. As each set of modules close approximately every two to three weeks, you are provided plenty of time to complete modules prior to the deadline. However, I do understand there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in the family, family emergency, or you were recently personally injured or ill not COVID-related (within the week of the deadline). Documentation (for example, doctor's note WITH DATES AND CONTACT INFORMATION or an obituary) of these incidences MUST be provided within **5 days** after the module closing in order for a make-up to be considered. *** A broken computer is NOT a valid excuse. The professor maintains the right to refuse a make-up.

Additionally, a written email or note from a parent, friend, or employer does NOT count as a valid excuse.

****If an error occurs while taking a quiz, or while attempting to upload a document, you MUST take a screen shot or video of your computer desktop which shows the error. IMPORTANT: Your screen shot must include proof of time/date. Without the date and time there is no way to prove that your issue occurred prior to the deadline.**

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms.

CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> [. \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)](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 due to COVID-19 illness reason to discuss reasonable adjustments that might need to be made (documentation will be required). 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.

Discussion Board Appropriateness

The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the class, articles you may have found online. As stated in the golden rule, please do not share or discuss specific quiz/exam answers or answers to assignments. Additionally, please do not use the discussion board to launch personal attacks against myself or fellow students. If there is an issue, please do not hesitate to contact me privately. I am happy to help in any way I can.

Student non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness

Please address emails in a formal matter. Emails are the only correspondence I have with you,

therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

GroupMe

GroupMe is meant to be used for simple class discussions. If a student wishes to create a GroupMe concerning this class, they are required to post the link publicly (via the Discussion tab) so that all students and the TA have the opportunity to join. If I learn that a class GroupMe was created without my knowledge, I will assume it was made with the intent to share answers.

If you join a GroupMe, or any other group messaging platform, and notice any instances of answer sharing, cheating, or students asking for answers, please report it immediately (regardless of what class you are in!). You will not get in trouble for reporting! Furthermore, if you receive an email or private message about joining a GroupMe that does not include me or the TAs, please report it to me; again, you will remain anonymous.

Please know if you are found asking for OR sharing answers to quizzes, exams, or assignments, you will be **reported to the Office of Student Conduct**.

Online Technology

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

Students are responsible for ensuring they are completing their work from a reliable internet source and device. If issues occur regarding internet or device, the student bears the burden of proving an issue occurred with the device or internet in order for make-up or retakes to be permitted. Without proof, no retakes will be permitted.

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter. This section includes, for example, access to: therapy assisted online (TAO) Self Help, Knights Online, SAS, Writing Center, Tutoring Center, etc.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter. This section includes, for example, access to: Victim Services, UCF CARES, Career Services, etc.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines \(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Academic Integrity

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity. \(http://www.academicintegrity.org/icai/assets/FVProject.pdf\)](http://www.academicintegrity.org/icai/assets/FVProject.pdf)

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

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

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

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>.) Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the **Golden Rule** (<https://goldenrule.sdes.ucf.edu/>) 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.

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> (<http://goldenrule.sdes.ucf.edu/zgrade>).

GROUP ME: If a student creates a group me for this class, they are required to make the link public (posted in the Discussions board) to make it accessible to the entire class. Please be aware that students are more likely to tell on each other for cheating or answer sharing, so use this wisely. I will not hesitate to turn you over to the Office of Student Conduct.

Course Accessibility Statement

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

****If you are registered with SAS, please contact the professor immediately for information concerning extended quiz and assignment times**

*****Please note that if you are permitted extended quiz/exam times, it is your responsibility to begin quizzes, quiz-graded assignments, and exams with enough time prior to the deadline to fulfill that extension. Having extended quiz times DOES NOT give you permission to run beyond the deadline time of 11:59pm.**

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (<http://www.ehs.ucf.edu/workplacesafety.html>) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address,

cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

[You CAN Survive an Active Shooter](https://youtu.be/NIKYajEx4pk) [_ \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)



[\(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

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

Copyright

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

According to the Academic Misconduct section of the UCF Golden Rule section C. states:

"Commercial use of academic material: Selling notes, handouts, etc., without authorization or using them for any commercial purpose without the express written permission of the University and the instructor is a violation of this rule." Students cannot use any class materials for commercial purposes without instructor consent. If you do, it could result in disciplinary expulsion. All punitive sanctions can come with educational sanctions to help enforce the rules of conduct. In other words, we will file a lawsuit.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could

be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

My expectations of you for taking Mesoamerican Archaeology

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own pace, however if you leave everything to the last minute it will be impossible to complete the course.
- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

What You Can Expect From Me

You can expect from me everything I expect from you, and I will respond to your email as fast as is physically possible. In addition, your grades will be posted in a timely manner.

Final Comments

If you cannot accept the requirements for this course after reading this syllabus, you may want to rethink taking this course. Hope you enjoy the class!

****The professor reserves the right to change this syllabus at anytime. It is the students responsibility to review the syllabus for updates.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Class Information

- Class Meeting Days: TTH
- Class Meeting Time: 12-1:15
- Classroom: virtual via zoom

Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Office Hours: TTH 2-3 PM (send message on chat feature in webcourses or make an appt via email to schedule a zoom or meet in person on campus)

- Phone: 407-832-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>)
<mailto:brigitte.kovacevich@ucf.edu>)
- Skype: brigitte.kovacevich23 (by appointment only)

Course Objectives:

This course will give you a broad understanding of one of the most enigmatic civilizations to emerge in Mesoamerica, that of the Maya, whose culture area today still spans the southern third of Mexico, all of Guatemala and Belize, and western parts of Honduras and El Salvador. We will explore the cultural developments of the Ancient Maya from the earliest village settlements through its Late Classic splendor, eventual “collapse” in many areas, and on through the time of contact. Likewise no other indigenous group conjures as strong fascination in the West today, judging from mainstream media accounts. Thus we will also cast a critical eye at how the Maya past is reconstructed, how it has been exoticized and how these popular perceptions impact the Maya of today.

In examining ancient Maya society, we will take a holistic anthropological view that looks at evolving political structures, their rich cosmology and belief systems, our growing understanding of their complex relationships with the natural environment, and their economic structure. We will combine this anthropological perspective with the great strides made over recent decades in the interpreting the rich corpus of Maya hieroglyphic inscriptions and iconography. Combining archaeology with art history, epigraphy, ethnohistory, and ethnography will allow us to trace historical events as we see how Classic Maya kings legitimized their authority, expanded their reigns, and weathered periods of unrest and instability.

University Course Catalog Description

ANT 3168 COS-ANTHRO 3(3,0)

Maya Archaeology: An examination of the Prehistoric Maya culture focusing on both the archaeology and current issues in the field.

Course Objectives

The some of the major questions in this course are:

- 1) What resources and challenges did the Mesoamerican environment provide to the ancient Maya?
- 2) How did dominant groups create and maintain social inequality?
- 3) How did Maya commoners and elites perceive the world around them?
- 4) How and why did the Maya civilization collapse? (If it did indeed collapse at all)
- 5) What are the strengths and weaknesses of archaeology, epigraphy, art history, ethnohistory, and cultural anthropology in providing knowledge about the Maya?

6) How have Westerners used interpretations of the Maya in the past to advance their own cultural and political projects?

More broadly we will look at:

- How can you determine legitimate sources of knowledge for the Maya, academia, and in general?
- Is the internet a good source of valid information (for this course and in general)?
- How can we make sustained arguments about the Maya using credible and legitimate sources and data (and use that to apply to other areas of our lives)?

Course Prerequisites

PR: Sophomore standing

Required Texts and Materials

Sharer, Robert J. and Loa P. Traxler

2004 *The Ancient Maya*. Sixth Edition. Stanford: Stanford University Press. ISBN 0-8047-4817-9

□

Additional Readings

In addition to the textbook, occasional additional readings will be assigned (seen as AR on the schedule). These readings will be available for download on Webcourses. Students are expected to come to class having completed the assigned readings for that day and prepared to participate in discussions of the material.

Requirements

I will base your final grade upon your performance on the following requirements:

Mid-Term Exam (6-8 pages)	(20%)
2 short essay assignments (3-4 pages)	(20% each)
Short Homeworks	(10%)

Final Exam (6-8 pages) (20%)

Attendance and Participation (10%)

Midterm Exam (20%)

We will have two exams during the course, both will be composed of several take home essay questions and you will have a choice of which questions you would like to answer. Your answers must incorporate readings from the course for full credit. Exams can be turned in late for a penalty of 10% per day.

Final Exam (20%)

The scope of the final will be cumulative, but it will be more heavily weighed toward material covered in the second half of the course and ask you to include some of the research you have done for your research topic. This exam will also be take-home. Exams can be turned in late for a penalty of 10% per day.

Short Homeworks (10%)

There will be several short assignments throughout the semester that will vary from 10-20 points. This will include things like making a short script for a skit as a group about the dramatics of Maya political life. Another will ask you to produce a short annotated bibliography of legitimate sources for your research projects. Homework can be turned in late for a penalty of 10% per day.

Short Research Papers (20% each)

A short research paper (3-4 double-spaced pages) will focus on an aspect of a cultural institution you choose to investigate. A list of these institutions will be provided in the first week of class and you will be able to sign up. I will also provided you with some bibliographic resources to get you started and we will have a library day for research. You will provide me with an annotated bibliography so that I may be sure that you are on the right track.

Papers must be double-spaced and typed. Information sources (as well as direct quotes) must be acknowledged by citations in the text using typical anthropology citation conventions, as exemplified in your textbook and other readings. A list of references cited (not a general bibliography) must be also be supplied. You can also use the Society for American Archaeology style guide for help with citation:

<http://www.saa.org/publications/StyleGuide/styFrame.html>

<http://www.saa.org/publications/StyleGuide/styFrame.html>). The paper will focus on how to make an artifact that would have been used within your chosen cultural institution. Papers can be turned in late for

grades that would have been used within your chosen calendar institution. Papers can be turned in late for a penalty of 10% per day.

-

Participation and Attendance (10%)

Participation and attendance are required, and will count as 10% of the final grade. Lectures will provide an integrated, up-to-date view of the Maya and much of this material will not be found in the readings. Many classes will include discussion of specific issues, and everyone should participate. While I will be recording the zoom classes for students to watch later, I still require you to be present in the class because we often have activities and discussions. It is not fair to those who attend the zoom sessions that the burden of discussion and participation would fall to them if some regularly don't attend. **So, if you miss a class you may summarize the readings for that day in 1-2 pages which would be due via email one week after the missed class and that will count for your attendance points for that day.** If there was an in class activity for that day you will be asked to complete it on your own and submit it with the summary. Your academic activity for the semester will be your attendance the first week of class. If you missed class on both days for some reason, please contact me before Friday of the first week!

Grading Scale (%)		
94-100		A
90-93		A-
87-89		B+
84-86		B
80-83		B-

77-79		C+
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Grading Scale		
74-76 (%)		C
70-73		C-
67-69		D+
64-66		D
60-63		D-
0 - 59		F

Grade Dissemination

Graded tests in this course will be returned individually and then passed back by the professor via Webcourses and speedgrader. You can access your scores for any assignment at any time using the gradebook function in Webcourses. Please note that scores returned mid-semester are unofficial grades. Please remember that final Grades are FINAL! Do not come to me to ask for a change of grade after the semester is over unless you think an error has been made. If you are concerned about your grade please see me early in the semester and I will help you! If you come to me in the last week of class there is little to nothing that I can do!

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, homeworks, or writing assignments. Writing assignments turned in late will be assessed a penalty: 10% per day.

Extra Credit Policy: Extra Credit *may* be offered. This credit will be offered to the entire class and points given on the exam only for completed assignments.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home or modules pages, syllabus, additional readings, handouts, power points, etc.

Zoom Sessions: 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/) (<https://cdl.ucf.edu/support/webcourses/zoom/>). You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

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

Course Policies: Student Expectations

ETHICAL ISSUES

Disability Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work

Examination of other missed assignments for making up the work.

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

<https://youtu.be/NIKYajEx4pk>)

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

Academic Integrity

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,

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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 Conduct Policy: 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.

COVID-19 and Illness Notification

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

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

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

(<https://nam02.safelinks.protection.outlook.com/>)

<https://name2.ucf.edu/academic/education/ucf/>

[url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C739a905777654e8c15650](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C739a905777654e8c15650)

)

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.

Course Schedule

**** (Tentative! Subject to change!) ****

Please see the modules for most up to date readings and assignments

<u>Date</u>	<u>Topic</u>	<u>Textbook Readings</u>
WEEK 1		
Aug 25	Course Overview	
Aug 27	Geography and Environment	Ch. 1
Your academic activity will be your attendance to class!		
WEEK 2		
Sept 1	History of Maya Studies	Introduction
Sept 3	Cultural Evolution and Maya Civilization?	Ch. 2
WEEK 3		

Sept 8 Maya Ideology and Religion Ch. 13

Sept 10 Film: *Popol Vuh*

Readings: Freidel and Schele 1992: Chapter 2, Gonlin 2007

WEEK 4

Sept 15 Calendrics, Astronomy, & Epigraphy Ch. 3

In-Class Activity: Write your name in hieroglyphs

Sign up for your research topics by 11:59 in Webcourses!

Sept 17 Film: *Cracking the Maya Code*

Homework: UCF Campus Monuments due 11:59 on Webcourses!

WEEK 5

Sept 22 Nomadism to Sedentism in the Early Preclassic Ch. 4

AR: Meltzer 1993, AR: Clark and Blake 1994

In Class Activity- Building and Resisting Social Inequality

Sept 24 Olmec "Mother Culture?"

AR: Lesure 2004

WEEK 6

Sept 29 Research Day

Homework: Annotated Bibliography by 11:59 in Webcourses!

Oct 1 Middle Preclassic Highlands and Lowlands Ch. 5

WEEK 7

Oct 6 Late Preclassic Maya States Ch. 6

AR: Hansen 2001, Saturno et al. 2006

Oct 8 Film: *Dawn of the Maya*

Paper #1 DUE by 11:59 PM in Webcourses!

WEEK 8

Oct 13 The Early Classic & Foreign Influence Ch. 7

AR: Stuart 2000, Braswell 2003: Chapter 1

Take-home exam questions distributed

Oct 15 Teotihuacan

AR: Sugiyama 2000

WEEK 9

Oct 20 Orlando Museum of Art Field Trip (Virtual or In-Person

Activity: Describe an artifact

Mid-Term Exam Take Home DUE 11:59 PM in Webcourses!

Oct 22 Classic Maya Economic Systems Ch.11

AR: Wells 2006, Masson 2000

WEEK 10

Oct 27 The Rise and Fall of Classic Maya Dynasties Ch. 8

Martin and Grube 1995, Marcus 1973

Homework: OMA artifact descriptions due 11:59 in Webcourses!

Oct 29 In-Class activity-As the Maya World Turns_preparation in teams

WEEK 11

Nov 3 In-Class activity-As the Maya World Turns-Continued

Homework: Scripts due at 11:59 in Webcourses!

Nov 5 In-Class activity-As the Maya World Turns-Continued

WEEK 12

Nov 10 Classic Maya Gender Relations

AR: Joyce 2001, Hewitt 1999

Nov 12 Household Archaeology and the Maya Ch. 12

AR: Webster et al. 1997

WEEK 13

Nov 17 The Maya Collapse Ch. 9 499-513

AR: Lucero 2002, Webster 2000, Hendon 2004

In-Class Activity-Mysteries of Modern Collapse

Nov 19 Terminal Classic Northern Lowlands Ch. 9 513-585

WEEK 14

Nov 24 Postclassic Developments Ch.10/Epilogue

Nov 26 Thanksgiving! No Class, Gobble Gobble

WEEK 15

Dec 1 The Legacy and Lessons of Classic Maya Civilization Assessing Media Images of the Maya, Film Clip: *Apocalypto*

AR: Magnoni et al. 2004

Short Paper #2 Due in Webcourses

Final Exam Topics Distributed












Dec 3 Catch-up and review










TAKE-HOME FINAL EXAM DUE: Thursday December 10th at 11:59 PM in Webcourses!












Course Summary:







Date

Details

Date	Details	
Tue Aug 25, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953159&include_contexts=course_1360844	12pm to 1:15pm
Thu Aug 27, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953160&include_contexts=course_1360844	12pm to 1:15pm
Tue Sep 1, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953161&include_contexts=course_1360844	12pm to 1:15pm
Thu Sep 3, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953162&include_contexts=course_1360844	12pm to 1:15pm
Tue Sep 8, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953163&include_contexts=course_1360844	12pm to 1:15pm
Thu Sep 10, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953164&include_contexts=course_1360844	12pm to 1:15pm
Fri Sep 11, 2020	 Sign-up for Research Topics https://webcourses.ucf.edu/calendar?event_id=1910468&include_contexts=course_1360844	12am to 11:59pm
Tue Sep 15, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953165&include_contexts=course_1360844	12pm to 1:15pm
Thu Sep 17, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953166&include_contexts=course_1360844	12pm to 1:15pm
	 Problematizing Monument Texts https://webcourses.ucf.edu/courses/1360844/assignments/6677066	due by 11:59pm
Tue Sep 22, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953167&include_contexts=course_1360844	12pm to 1:15pm

Date	Details	
Thu Sep 24, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953168&include_contexts=course_1360844	12pm to 1:15pm
	 Extra Credit Lecture https://webcourses.ucf.edu/courses/1360844/assignments/6677062	due by 11:59pm
Tue Sep 29, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953169&include_contexts=course_1360844	12pm to 1:15pm
	 Annotated Bibliography https://webcourses.ucf.edu/courses/1360844/assignments/6677059	due by 11:59pm
Thu Oct 1, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953170&include_contexts=course_1360844	12pm to 1:15pm
Tue Oct 6, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953171&include_contexts=course_1360844	12pm to 1:15pm
Thu Oct 8, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953172&include_contexts=course_1360844	12pm to 1:15pm
	 Short Research Paper 1-How to Make a Maya Artifact https://webcourses.ucf.edu/courses/1360844/assignments/6677068	due by 11:59pm
Tue Oct 13, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953173&include_contexts=course_1360844	12pm to 1:15pm
Thu Oct 15, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953174&include_contexts=course_1360844	12pm to 1:15pm
Tue Oct 20, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953175&include_contexts=course_1360844	12pm to 1:15pm

Date	Details	
	 Midterm Exam https://webcourses.ucf.edu/courses/1360844/assignments/6677063	due by 11:59pm
Thu Oct 22, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953176&include_contexts=course_1360844	12pm to 1:15pm
Tue Oct 27, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953177&include_contexts=course_1360844	12pm to 1:15pm
	 Museum Field Trip Assigment https://webcourses.ucf.edu/courses/1360844/assignments/6677064	due by 11:59pm
Thu Oct 29, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953178&include_contexts=course_1360844	12pm to 1:15pm
Tue Nov 3, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953179&include_contexts=course_1360844	12pm to 1:15pm
	 As the Maya World Turns https://webcourses.ucf.edu/courses/1360844/assignments/6677060	due by 11:59pm
Thu Nov 5, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953180&include_contexts=course_1360844	12pm to 1:15pm
Tue Nov 10, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953181&include_contexts=course_1360844	12pm to 1:15pm
Thu Nov 12, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953182&include_contexts=course_1360844	12pm to 1:15pm
Tue Nov 17, 2020	 ANT3168-20Fall 0001 https://webcourses.ucf.edu/calendar?event_id=1953183&include_contexts=course_1360844	12pm to 1:15pm

Date	Details	
Thu Nov 19, 2020	 ANT3168-20Fall 0001 (https://webcourses.ucf.edu/calendar?event_id=1953184&include_contexts=course_1360844)	12pm to 1:15pm
Tue Nov 24, 2020	 ANT3168-20Fall 0001 (https://webcourses.ucf.edu/calendar?event_id=1953185&include_contexts=course_1360844)	12pm to 1:15pm
Tue Dec 1, 2020	 ANT3168-20Fall 0001 (https://webcourses.ucf.edu/calendar?event_id=1953186&include_contexts=course_1360844)	12pm to 1:15pm
	 Short Research Paper 2-Symbolic Meanings (https://webcourses.ucf.edu/courses/1360844/assignments/6677065)	due by 11:59pm
Thu Dec 10, 2020	 Take-Home Final Exam (https://webcourses.ucf.edu/courses/1360844/assignments/6677069)	due by 11:59pm
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1360844/assignments/6677067)	

Syllabus Part 1: Course Objectives, Assessment, and Policies



ARRRchaeology of Caribbean Piracy ANT 3177

Fall 2020 (3 credits)

1. Course Information

Modality: W Mode (web only)

Dates: August 25 to December 12, 2020

Final Exam Week: 12/7-12/12

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T.Sinelli

Office: Howard Phillips Hall 309c

Office phone: (407) 823-2227

Cell phone: (407) 575-6456

Email: Peter.sinelli@ucf.edu (<mailto:Peter.sinelli@ucf.edu>)

2a. Contacting the professor:

As this is a W course I do not have scheduled office hours. Students may contact me in any of the following ways, and any messages will be returned within 24 hours.

- Via Webcourses message or the UCF email above.
- During business hours via the office phone or cell phone numbers above.
- During non-business hours via text to the cell phone number above.

2b. GTAs: Karla Cardona and Erin Martin

Office Hours: Contact via Webcourses message

3. Course Description: This course explores the profession of piracy and the careers of individual pirates from an archaeological perspective. The course will focus on piracy in the Caribbean from the 16th through the 19th centuries, with some discussion of piracy in other eras and locales. We begin with a brief review of the geography and natural history of the circum-Caribbean region. Next we explore the unique challenges, methods, ethics, laws surrounding the archeological excavation of shipwrecks. Thereafter we examine what a pirate's life was really like, based on the excavated evidence, and contrast this reality with pop culture's concept. The course concludes with a review of several famous pirate shipwreck excavations. Throughout the course students will learn about individual pirates and their careers via a series of "Pirates of the Week" assignments. Students will also explore the topic by authoring several case studies. By combining fact and imagination, students will creatively illuminate "the pirate life" through works of historical fiction.

4. Learning Outcomes:

Outcome 1: Develop knowledge of the physical geography and natural history of the circum-Caribbean region to provide context for the discussion of piratical endeavors.

Outcome 2: Comprehend the historical and political factors behind the origins of New World piracy and its evolution into an established profession.

Outcome 3: Demonstrate knowledge of underwater archaeology method and theory, and apply this to interpret the archaeological record of pirate ships, havens, and hideouts.

Outcome 4: Conceptualize a scientifically-based reconstruction of the reality of “the pirate life” and contrast this to the romanticized pop culture and Hollywood versions.

5. Sequence of Course Activities: The Course Schedule that is posted to Webcourses after this syllabus contains all of the assignments and due dates.

6. Course Evaluation:

6a. 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. Below is a list of assessments for the course:

Course Policy 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 Policy Quiz in Webcourses by August 28, 2020 at 11:59pm. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Caribbean Geography Quiz (50 points) to assess Learning Outcome 1.

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, port, bay, etc.

Two exams – 180 points (90 each) to assess Learning Outcomes 2, 3 and 4.

Exams consist of a midterm and a non-cumulative final. These will consist of multiple choice/ True-false questions as well as a short answer section.

Two Case Studies: 150 points (75 each) to assess Learning Outcomes 3 and 4.

You will write two case study reports on the following topics:

1. Create your own Pirate Crew and ARRticles, and LET FLY!
2. In His Majesty's Secret Service: Pirate Fighters vs. The Enemies of All Mankind.

These will focus on simulated scenarios, and are supposed to be a fun way for you to explore pirates by learning to think like one yourself as you create a work of historical fiction. For each case study, you will invent an appropriate setting and a universe of characters and explain who they are, what they are up to, why they do the things they do, and what happens as a result. In the process, you can further develop your ability to assimilate and interpret archaeological facts and discuss them in a coherent manner. Rubrics with further details will be published on the main course homepage.

10 Pirates of the Week (POW) Assignments: (100 points total) to assess Learning Outcomes 3 and 4.

Refer to the POW directions and the course schedule for details. These are posted to Webcourses.

BAPOW! Showdown: (20 points total) to assess Learning Outcomes 3 and 4.

Who is the "Baddest-Ass Pirate of the Week?" We will have an election toward the end of the semester in which students will nominate their favorite, campaign on his (or her) behalf, and vote. The pirate who garners the most votes (straight

up, no electoral college) will win the coveted 2020 BAPOW! Award. Detailed instructions are posted in the POW instructions in Webcourses.

6b. Grading Scheme Used For Final Grades: The +/- system will be used in this course. Your point totals correspond to the following letter grades.

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 fewer

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

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or complete an assessment, it is critical that you notify me immediately via phone or email. All make-ups or deadline extensions require documentation excusing your absence—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, an airline ticket invoice, police report, or other form I deem acceptable. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Materials: Both books are available on Amazon

- *Under the Black Flag: The Romance and the Reality of Life among the Pirates*, by David Cordingly. ISBN: 978-0812977226. Amazon price is about \$12
- *Pieces of Eight: More Archaeology of Piracy*, by Charles Robin Ewen and Russell K. Skowronek (Editors). This book is available through the UCF library at [https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001\(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flogin.ezproxy.net.ucf.edu%2Flogin%3Fauth%3Dshibb%26url%3Dhttp%3A%2F%2Fdx.doi.org%2F10.5744%2Fflorida%2F9780813061580.001.0001&data=02%7C01%7CPeter.Sinelli%40ucf.edu%7Cd6a2996b32c94764c4ea08d7f8527f13%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637250905519768260&sdata=%2FdLAfrwfW9Z7JhKgAB26z5MGHtTad16HH0UH3eXPS6I%3D&reserved=0\)](https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=http://dx.doi.org/10.5744/florida/9780813061580.001.0001(https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Flogin.ezproxy.net.ucf.edu%2Flogin%3Fauth%3Dshibb%26url%3Dhttp%3A%2F%2Fdx.doi.org%2F10.5744%2Fflorida%2F9780813061580.001.0001&data=02%7C01%7CPeter.Sinelli%40ucf.edu%7Cd6a2996b32c94764c4ea08d7f8527f13%7Cbb932f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C637250905519768260&sdata=%2FdLAfrwfW9Z7JhKgAB26z5MGHtTad16HH0UH3eXPS6I%3D&reserved=0))
- All readings for POW assignments will be posted to Webcourses.
- Links to videos or other media through the UCF library, Youtube, or other websites or platforms will be posted within individual modules.

UCF Required Statement Regarding COVID-19

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> [f \(https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf\)](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf).

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

can take place.

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Syllabus Part 2: University Core Policies and Protocols

ARRRchaeology of Caribbean Piracy ANT 3177

Summer A 2020 (3 credits)

8. University Core Policies

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>.

8b. 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.

8c. 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>.

8d. 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.

8e. 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-](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf)

[401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf](http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf)

8f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

8g. 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.

8h. 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>).

9. Protocols

9a. 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.

9b. 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.
10. "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.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. 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.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. 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.

9c. 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.

9d. 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)** [_\(http://www.ucf.edu\)_](http://www.ucf.edu) will help find UCF resources
- **[UCF Computer Service Desk](http://servicedesk.ucf.edu/)** [_\(http://servicedesk.ucf.edu/\)_](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- **[Learning Online](http://learn.ucf.edu)** [_\(http://learn.ucf.edu\)_](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/> [_\(http://www.cstore.ucf.edu/\)](http://www.cstore.ucf.edu/)
- **[Hardware/Software Requirements](http://learn.ucf.edu/webcourses/support.html)** [_\(http://learn.ucf.edu/webcourses/support.html\)](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.

Syllabus Part 3: Course Schedule

ALL POW ASSIGNMENTS ARE DUE ON FRIDAYS AT 11:59PM ON THE DATE NOTED.

QUIZZES, CASE STUDIES AND EXAMS ARE DUE ON SUNDAYS AT 11:59PM ON THE DATE NOTED.

Fairly warned be thee says I. Ye na'er be complainin' 'bout not knowin'.

If late ye be, no quarter for thee.

Week and Dates	Lectures for the week/module. All will open up on Mondays at 7am.	Assignments and Due Dates Everything opens on Mondays at 7am and is due as noted.	Textbook Chapters POE = <u>Pieces of Eight</u> UTBF = <u>Under the Black Flag</u> <u>Other readings will be attached to the modules as PDFs.</u>
MODULE 1			
Week 1 Aug. 24-30	Course Overview and Orientation	Monday 8/24: Assign Syllabus and Course Policies Quiz. Due Friday	

		8/28 at 11:59pm to comply with financial aid rules.	
	Caribbean Geography	Monday 8/24: Assign Caribbean Geography Quiz. Due Sunday 9/6 at 11:59pm to accommodate the drop/add period.	POE Ch. 1 UTBF Introduction and Ch. 1
MODULE 2			
Week 2 Aug. 31- Sept. 6	Underwater Archaeology Lecture	Assign POW 1. Due Friday 9/4 at 11:59pm	POE Ch. 2
		REMINDER: Caribbean Geography Quiz. Due Sunday 9/6 at 11:59pm	
MODULE 3			
Week 3 Sept. 7-13	Excavation and Ethics Lecture	Assign POW 2. Due Friday 9/11 at 11:59pm	POE Ch. 5
MODULE 4			
Week 4 Sept. 14- 20	Colonies and Rivalries Lecture	Assign POW 3. Due Friday 9/18 at 11:59pm	POE Ch. 6 UTBF Ch. 2

MODULE 5

Week 5 Sept. 21- 27	Pirate Origins Lecture	Assign POW 4. Due Friday 9/25 at 11:59pm	
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MODULE 6

Week 6 Sept. 28- Oct. 4	The Buccaneers Lecture	Assign POW 5. Due Friday 10/2 at 11:59pm	UTBF Ch. 3
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MODULE 7

Week 7 Oct. 5-11	Pirate Ships Lecture	Assign POW 6. Due Friday 10/9 at 11:59pm	
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Exam 1 opens at 7am on 10/5. It covers everything in Modules 1-7 and is due Sunday, 10/11 at 11:59pm.

MODULE 8

Week 8 Oct. 12- 18	Pirate Weapons Lecture "Fight Like A Pirate" Home Movie!	Assign POW 7. Due Friday 10/16 at 11:59pm	POE Ch. 12
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MODULE 9

Week 9 Oct. 19- 25	Pirate Stuff Lecture	Assign POW 8. Due Friday 10/23 at 11:59pm	Soulat and DeBry 2019 (PDF in Module 9)
MODULE 10			
Week 10 Oct. 26- Nov. 1	Pirate Health Lecture	Assign POW 9. Due Friday 10/30 at 11:59pm	UTBF Ch. 4-5
		Assign Pirate Crew and ARRticles Case Study. Due Sunday 11/15 at 11:59pm	
MODULE 11			
Week 11 Nov. 2-8	Pirate Politics Lecture	Assign POW 10. Due Friday 11/6 at 11:59pm	UTBF Ch. 7
MODULE 12			
Week 12 Nov. 9-15	Pirate Tactics Lecture	Assign POW 11. Due Friday 11/13 at 11:59pm	UTBF Ch. 6 POE Ch. 9
		REMINDER: Pirate Crew and ARRticles Case	

**Study. Due at 11/15 at
11:59PM**

MODULE 13

Week 13 Nov. 16-22	Pirate Lairs Lecture	Assign POW 12. Due Friday 11/20 at 11:59pm	POE Ch. 11 UTBF Ch. 8
		Assign Pirate Hunter Case Study. Due Sunday Dec. 6 at 11:59pm	

MODULE 14

Week 14 Nov. 23-29	Pirate Fighters Lecture	BAPOW Showdown assigned Monday 11/23. All discussions due Friday 12/4 at 11:59pm	UTBF Ch. 11- 12 POE Ch. 4
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MODULE 15

Week 15 Nov. 30- Dec. 6	Pirate Wrecks Movie: Sin City, Jamaica	REMINDER: BAPOW Showdown discussions due Friday 12/4 at 11:59pm	POE Ch. 3
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Movie: The Queen
Anne's Revenge
Shipwreck Project

**REMINDER: Pirate
Hunter Case Study due
Sunday Dec. 6 at
11:59pm**

MODULE 16

Exam 2 opens at 7am on 12/7. It covers everything in Modules 8-15 and is due Sunday 12/12 at 11:59pm.

Drop/Add Period: August 24-28

Withdrawal Deadline: Friday October 30

Syllabus Peoples of the World

Ant 3212 Peoples of the World Spring 2020

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	Online in class chat Wednesdays 1 - 3 pm
Phone	407-823-5779
Email	vance.geiger@ucf.edu
TA	

Course Information

Course Name	Peoples of the World
Course ID	ANT3212
Credit Hours	3
Semester/Year	Fall 2020
Location	Online

Prerequisite(s): Sophomore standing. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

UCF catalogue description:

A comparative study of religion, family, politics, philosophy, and other elements of socio-cultural organization of preliterate societies. (this description is incorrect as the class does not focus on "preliterate" societies)

Course Description

This course is a cross-cultural analysis of social organization from small scale to large scale. The course begins with small scale hunter gatherer cultures and ends with large state level cultures. In the process we analyze what makes it possible for Homo sapiens to live in a wide range of cultures of different sizes.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the fundamental importance of scale (from small to large) and how it impacts culture.
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.
- Students gain an appreciation of the methods anthropologists employ to study cultures.

Learning Outcomes

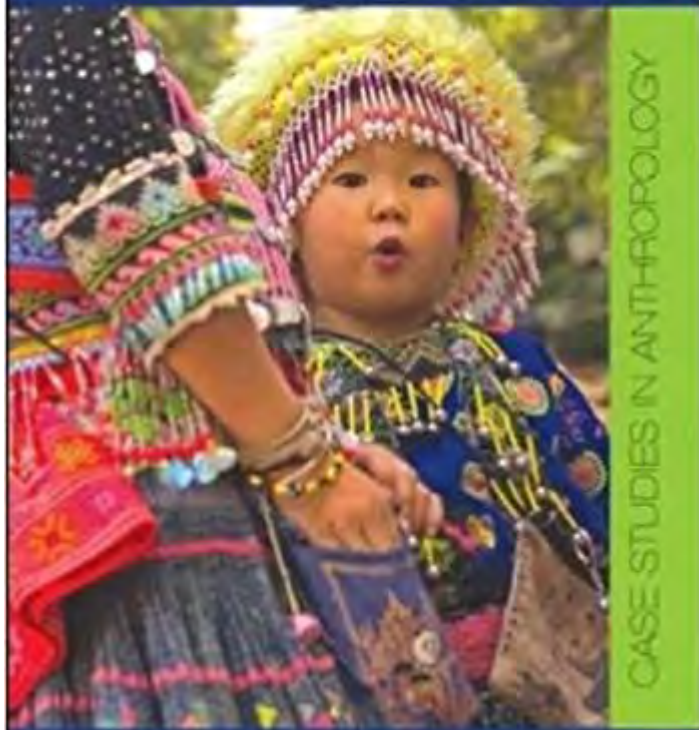
- Students demonstrate through answers to assignments and discussion responses that they have read and comprehended the online material and supplemental texts.
- Students demonstrate through answers to assignments that they have acquired the capability to be analytical when addressing aspects of cultures.
- Students demonstrate through answers to assignments that they have the capability to synthesize aspects of a culture to reveal the relationships between subsistence, social organization and beliefs.

Required Text

- Cultural Sketches by Holly Peters-Golden 987-0-07-340530-8

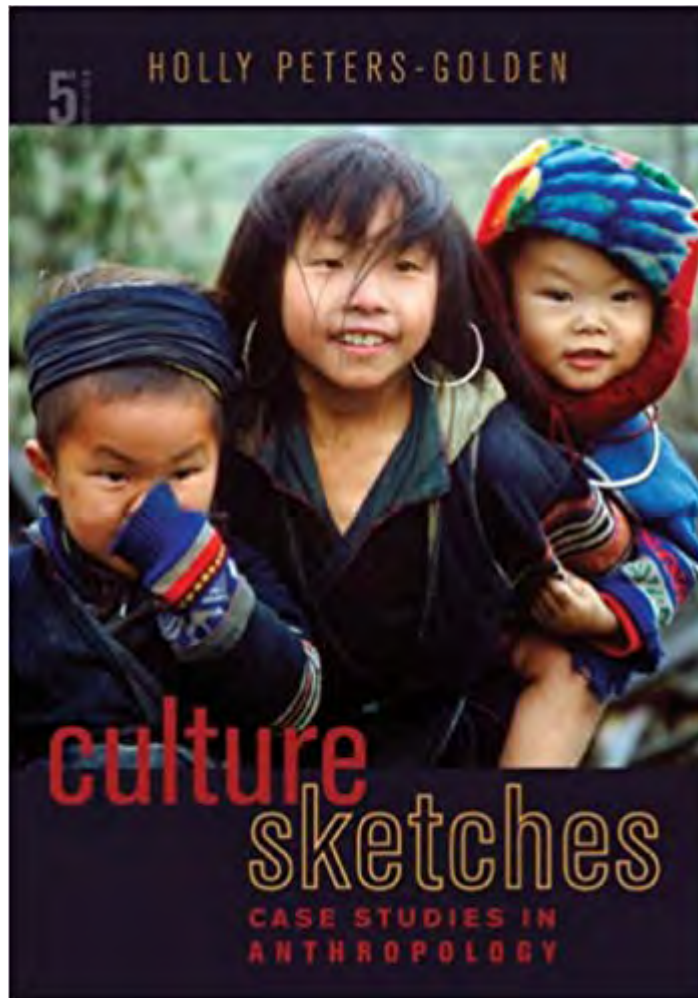
CULTURE SKETCHES

SIXTH EDITION



CASE STUDIES IN ANTHROPOLOGY

HOLLY PETERS-GOLDEN



- Online material including pdfs of texts (The Dobe, The Trobriand Islanders, Friend by Day, Enemy by Night, The Hutterites)

Course Requirements

Important Information: There is a syllabus quiz that you need to take before **Friday 08/28 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

The class is organized by weeks. Within each week, there are [modules](#). The modules contain material from your instructor that supplements the texts. The modules are required. They are your instructor's way of providing what you miss in lectures. Consequently, there will be a substantial amount of material from the modules on the exams. Further, in some cases you will not be able to do the assignments unless you have done the modules. The assignments are things you must do for credit, and they have set due dates. Please consult the schedule for more details.

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
2 quizzes 10 points each	20
4 quizzes 20 points each	80
3 Discussion posts and responses 20 points each	60
Total	460 points

Online Exams

The exams will be available for specified days (see [Schedule](#)). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours. UCF has a final exam policy in which a final exam must be given for each course. Exam 3 will take place during the final exam period after classes officially end. UCF has a policy in which the only excuses leading to making up a missed exam are DOCUMENTED medical event, or participating in a UCF sanctioned event.

Online Discussions

Within the week to week modules, there are activities; in this case, online quizzes and online discussions. These are required quizzes that you must complete for that week (there are not quizzes every week) .

In contrast to the quizzes for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The

goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.



It is recommended that you write your response in Word, then go online and open that discussion and copy and paste your response. If you write first and save and then use copy and paste, you will have your responses saved to your computer in case something happens. If you write the response online and something happens during your composition and you are not finished, you will lose your work. Better to write it on your own computer and save it and then post it to the list.

Letter Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Office Hours - Face to Face and Online

Your instructor holds office hours online in the course chat. Office hours are for discussing anything of interest but especially anything related to course material. Since this is an online course the only means of communicating and interacting with students is through e mail and in office hours, if there is any confusion on any issue in the class students should contact the instructor. A further note - some students decide to go on to graduate school, or some other activity that requires a letter of recommendation and they often ask me for one. Since they are online students I rarely know much or anything about them beyond their performance in the course. If you think that at some

time in the future you might desire to make such a request participating in office hours in some form is required.

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html[Links to an external site.](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF>[Links to an external site.](#)(click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to ucf.edu[Links to an external site.](#)and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([You CAN Survive an Active Shooter](#)[Links to an external site.](#))



[site.](#) ([Links to an external site.](#))

shooter situation on campus or elsewhere.

) about how to manage an active

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.

Schedule - Peoples Spring 2020

Week 1 8/24: Introduction to Anthropology, the Concept of Culture, and Ecology

What is culture, what is anthropology quizzes due 8 / 31 11 55 pm

Syllabus Quiz is due 8/28

Begin reading the Dobe

Week 2 8/31 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Week 3 9/7: Hunter-Gatherers and Bands- The Dobe

The Dobe quiz due 9/14 11:55 pm

Week 4 9/14: Plant and Animal domestication

Begin reading The Trobriander Islanders

Week 5 9/21 Horticulture and Big Men

Exam 1 9/26 8 am - 9/28 11:55 pm

Week 6 9/28 Chieftainships and horticulture

Trobriands quiz due 10/5 11:55 pm

Discussion 1 due 10/5 11:55 pm

Week 7 10/5: Pastoralism

Begin reading Friend by Day

Week 8 10/12 Friend by Day Enemy by Night

Friend by Day quiz due 10/19 11:55 pm

Week 9 10/19 The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Begin reading The Hutterites

Week 10 10/26: The Art of Not Being Governed: Resistance to states

Exam 2 10/31 8 am - 11/2 11:55 pm

Week 11 11/2 Cultures within states - The Hutterites

Hutterites quiz due 11/9

Discussion 2 due 11/9 11:55 pm

Week 12 11/9: States - American culture

Week 13 11/16 The Roma

Week 14 11/23 Haiti

Thanksgiving holiday 11/26 - 11/28

Week 15 11/30 Last week of class. Summing Up

Discussion 3 due 12/4 11:55 pm

Last day of class - 12/4 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

MakeUp Exam 12/7 8 am - 12/8 11:55 pm

Course Syllabus

[Jump to Today](#)

 [Edit](#)

ANT 3241 : Magic, Ritual, and Belief

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

Three (3) Credit Hours

Instructor Information



- Instructor: Rachael Root
- Office Location: Howard Philips Hall 309
- Office Hours: Wednesdays 1 to 3 pm EST online in Webcourse Chat and by appointment
- Department Phone: (407) 823-2227
- Digital Contact:
 - rachael.root@ucf.edu
 - (<mailto:rachael.root@ucf.edu>)
 - Webcourses Inbox

Course Information

- Term: Fall 2020
- Course Number & Section: ANT 3241 -0W60
- Course Name: Magic, Ritual, and Belief
- Credit Hours: 3 Credit Hours
- Class Location: Online
- Course Modality: W

Course Description

This is a sophomore-level, middle-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is neither a comparative religions class nor a theology class.

~~Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind and an expectation of exploration. This course is not intended to push a particular point of view, to challenge or belittle your personal beliefs, or as a place for religious recruitment.~~

Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind and an expectation of exploration. This course is not intended to push a particular point of view, to challenge or belittle your personal beliefs, or as a place for religious recruitment.

Course Expectations for You and Me

It is my sincere hope that you find this class interesting, engaging, challenging, and useful not only in your future careers but in all aspects of your daily life. To this end I try to be available for questions, comments, and discussions about topics related to class material, the discipline of anthropology, or my professional experiences (such as conference presentations, graduate school, etc.). I encourage you to contact me to make an appointment to chat! I understand that you may be anxious to receive grades and feedback promptly. I will try to have your assignments graded within a week of their due date and to provide specific and useful feedback.

A difficulty with online communication is a lack of visual and audial context. This can cause miscommunications (i.e. thinking a joke is actually an insult). This is especially true in contexts of discussion posts; please be aware of this and review your responses before posting them. It is a good idea to keep posts professional and polite; remember to respond to the content of the post and not to the person; please refrain from *ad hominem*, offensive, or argumentative language. I hope you have the opportunity to fully engage in debate and discussion - which I encourage! - but ask that you be alert to how your words could be interpreted. Please review UCF's policies in the "Discrimination and Harassment" section below and in UCF's Golden Rule Handbook at <https://goldenrule.sdes.ucf.edu/> (<https://goldenrule.sdes.ucf.edu/>).

Contacting Your Instructor

I check for emails and messages several times a day. However, I am also a student and there are blocks of time when I will not be able to check for message. Therefore, during the week, please give me at least 24 hours to respond to your message. If you are unable to contact me in an emergency, you can contact the anthropology department at (407) 823-2227.

During weekends (Saturday & Sunday), I will check for messages at least once a day; however, I may not be able to respond immediately. Please give me between 24 and 48 hours to respond to a message sent on the weekend.

During weekends that include an exam due date, I will check for messages more frequently to facilitate your successful exam completion and will respond as soon as possible.

Office Hours

Since this is an asynchronous online course, using Webcourse conversations (Inbox) or email at rachael.root@ucf.edu (<mailto:rachael.root@ucf.edu>) should be your go-to method of contacting me. I am happy to set an appointment to talk in real-time using Webcourse Chat (for instant text messaging)

or Zoom for video and audio conversations. My general availability is 10 to 3, Mondays-Fridays, although this will likely vary on a weekly basis.

If you are only able to meet during evenings or weekends, I am happy to oblige! While I have evening classes, I am willing to work with you to find a time that works for us both. Please contact me to make an appointment.

Adverse Weather

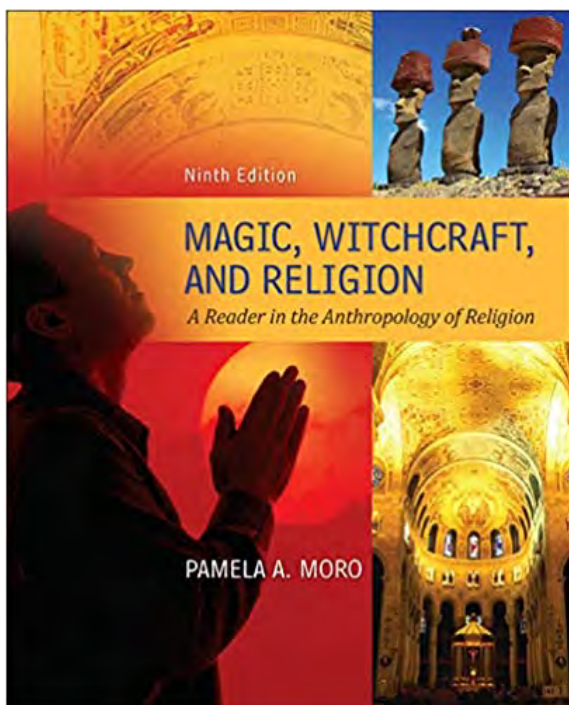
The National Hurricane Center provides information about hurricanes and other severe weather at <http://www.nhc.noaa.gov/> (<http://www.nhc.noaa.gov/>). During any threatening weather, UCF's Department of Security and Emergency Management monitors this site and sends official weather reports to campus leadership. If a serious storm or hurricane threatens our region, the Governor of Florida and President of UCF have the authority to cancel classes or close campuses. If they cancel classes or close the university, UCF Communications will disseminate details via UCF Alert, social media, local media, and radio outlets, including WUCF 89.9 FM. They also will post this information on the UCF home page at <http://www.ucf.edu> (<http://www.ucf.edu>) (<http://www.ucf.edu/>) Course deadlines and expectations will be modified depending on the severity of the storm and the length of time that the university is closed. A list of other media outlets and hurricane resources is available at <http://emergency.ucf.edu/hurricanes.html> (<http://emergency.ucf.edu/hurricanes.html>) (<http://emergency.ucf.edu/hurricanes.html>)

If classes are cancelled, I will communicate with you as soon as I am able. I will provide announcements and/or Webcourse Inbox messages to keep you updated with any changes to course deadlines and/or assignments. It is possible that electricity, Internet, and other utilities will be unavailable for extended periods of time and that we will be impacted differently. Thus, any course changes will follow UCF's official decisions. If classes resume while you are unable to connect (or experience other weather-related difficulties) please alert me as soon as possible. Once your situation has stabilized, we can discuss your options.

Course Materials and Resources

You will need consistent access to Webcourses and the Internet for this class. You may consider downloading the Canvas Student app for your smartphone to monitor class communications (inbox messages, announcements, grade updates, etc). The app is available through the Apple and Google Play app stores. This app is helpful if you need to message me through Webcourse Inbox in the event of a power or Internet outage.

Required Textbook: Magic, Witchcraft, and Religion: A reader in the Anthropology of Religion (Ninth Edition)



Available in the campus bookstore and through several websites for purchase or rental.

Paperback: 512 pages

Authors: Pamela A. Moro

Publisher: McGraw Hill

Edition: Ninth Edition (2012)

ISBN-10: 0078034949

ISBN-13: 978-0078034947

Older versions: Use at your own discretion. I cannot provide support or assistance if you chose to use an older version of this text.

Magic Witchcraft and Religion: A Reader in the Anthropology of Religion takes an anthropological approach to the study of religious beliefs and practices, both strange and familiar. The engaging articles on all key issues related to the anthropology of religion grab the attention of students, while giving them an excellent foundation in contemporary ideas and approaches in the field. The multiple authors included in each chapter represent a range of interests, geographic foci, and ways of looking at each subject. Features of the ninth edition include new study questions and articles, as well as updated discussions on religion, illness, healing, and death. (McGraw Hill)

Student Learning Outcomes

As an introduction to the anthropology of religion, this course will survey a variety of global belief systems and related issues:

- You will learn about the history, theories, and methods of cultural anthropologists' study of religion
- You will compare various belief systems and changes over time
- You will explore the concepts of witchcraft, magic, ethnomedicine, and drug use
- You will examine differences among practitioners and their methods
- You will analyze how systems of belief frame and impact everyday life

Assignment Submissions

My approach is to give smaller and more frequent assignments to make it easier for students to improve their grades over time. As a Webcourse, I will post all grades in Webcourse. All

their grades over time. As Webcourses is a secure server, I will post all grades in Webcourses. All assignments will be submitted via Webcourses and must be accessible across computing platforms. Your instructor uses a Windows-based PC; if you are using an Apple system, please make sure to export your papers into .doc, .docx, or .pdf format. There are computers available for use in the library. Laptops and tablets may also be checked out from the library for up to seven days at a time. To check availability please visit the library's home page at <http://library.ucf.edu/> (<http://library.ucf.edu/>).

Attendance/Participation

As an online class, attendance will not be an explicit part of the grade. However, timely completion of course assignments and activities is expected and will be monitored for administrative attendance purposes. If an extended absence is unavoidable, be prepared to show supporting documentation at your instructor's request. The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." If you are absent for an extended period, I am willing to work with you and arrange ways for you to catch up to the class. Please provide notice in advance whenever possible and provide supporting documentation upon request.

Being prepared means having reviewed and/or read the assigned materials, completing the assigned activities and assessments, and contacting your instructor with questions or concerns that are not addressed in course documents. Taking notes, participating in optional discussion boards for study purposes, and exploring provided optional resources is strongly encouraged.

Make-Up Assignments

For Authorized University Events, Co-curricular Activities, or Religious Observances:

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

[https://nam02.safelinks.protection.outlook.com/?](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3)

[url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3)

[401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2F4-401.pdf&data=02%7C01%7CM.H.Clark%40ucf.edu%7Caea5c7f742f942135c9d08d792d9bc33%7Cbb932f15ef3)

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 <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

[https://nam02.safelinks.protection.outlook.com/?](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINAL)

[url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINAL](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fregulations.ucf.edu%2Fchapter5%2Fdocuments%2F5.020ReligiousObservancesFINAL)

For Other Late Submissions:

All assignments are due by the date displayed in Webcourses. An automatic two points will be deducted for any assignment submitted after the due date has passed. Five points will be deducted from the graded total per day the assignment is late, beginning at 8:00 am the day AFTER it was due. In other words, if an assignment is submitted late but is submitted BEFORE 8 am the next day, only two points will be deducted. If it is submitted after 8 am, five points will be deducted. An additional five points will be deducted per day it is late, determined by the 8 am cutoff.

Please note: this is a grace period designed to help persons who are running a little late. If you experience difficulty submitting multiple assignments on time, please contact me to discuss your options. It is my hope that all of you can achieve your desired grade and I will do what I can to help you.

The last day to submit all make-up assignments is Sunday, December 6th. The final exam is due on Sunday, December 13th.

No late submissions will be accepted for the final exam or for the final project.

Make-up Exams and Assignments

You will be given plenty of notice of all due dates. If you miss a due date, you must contact me as soon as possible to explain the situation, provide documentation (upon request), and discuss make-up options. If you do not contact me to make alternate arrangements, you will receive a 0 for that activity or assessment. Make-up exams may be different from exams administered to the class. If you think you may not be able to submit an assignment on time, please contact me as soon as possible to discuss alternative arrangements.

There is no make-up for the final exam.

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

All activities and assessments total 500 points. Grades will be determined according to this scale:

Letter	%	Point Value
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A	94 and above	470 and above
A-	90 – 93	450 – 469
B+	87 – 89	435 – 449
B	84 – 86	420 – 434
B-	80 – 83	400 – 419
C+	76 – 79	380 – 399
C	70 – 75	350 – 379
D	60 – 69	300 – 349
F	59 and below	299 and below

Course Activities

Activities: 25 points total

At UCF all faculty members are required to document all students' academic activity at the beginning of each course. To document that you began this course, please complete the **Academic Activity** in Webcourses by 11:59 pm this Friday, or as soon as possible after adding this course. Failure to do so may result in a delay in disbursement of your financial aid.

There are a few small activities to start the semester that are designed to check and reinforce understandings of foundational class concepts, facilitate practice with Webcourses, and to introduce yourself to your classmates.

Weekly Assignments: 25 points each (225 total)

Every week, you will be assigned to read one chapter of the textbook and to complete an activity that will tie into and further explore topics from the textbook chapter. These will include things such as discussion posts, essays, reflections, and annotations. Details are provided for each week's assignment.

Exams: 175 points total

There are two mid-term exams worth 50 points each. Exam 1 will cover material in chapters 1 through 4, while exam 2 will cover material in chapters 5 through 8. The final exam will cover all material from the semester with an emphasis on chapter 9 content and be worth 75 points.

Exams will be taken in Webcourses and will consist of different types of questions such as multiple choice, true/false, matching, fill-in-the-blank, short response, and/or short essay. Before beginning the exam, ensure that you have your notes and book ready and that you have a steady Internet connection and power supply. If you encounter any technical issues, contact UCF tech support.

You will have three hours to complete each exam. You will be provided with a study guide and a small, practice activity that demonstrates the types of questions you will encounter. If you experience any technical issues, contact UCF tech support.

Final Project: 75 points

There will be one project assigned towards the end of the semester. You will design, create, and present a multi-media project that explores the topic of religion from an anthropological perspective. This assignment is designed to give you creative freedom to address a class topic that you find interesting, relevant, or useful. You are able to choose what you present and how you present it - as long as it is uploaded into Webcourses and able to be viewed across computing platforms. Sharing the project with the class will be optional, but not required. Video presentations should be approximately 3 to 5 minutes long; papers should be 3 to 5 pages (not including references or appendices). You will have three weeks to complete this project, including the week of Thanksgiving.

For example, you can choose to create a formal presentation (i.e. PowerPoint/Prezzi) or to create a short video to present your work. Your project can consist of songs, poems, stories, artwork, skits, photographs, collages, news reports, blog posts, ethnographic research, games, etc. Your main requirements are:

1. Your presentation draws on course material and themes
2. Your content is understandable; for example, you may need to include an explanation of your artwork or context for poems/songs
3. Your content is uploaded into Webcourses
4. You have permission / use citations for any non-original content you incorporate
5. Your project is created and presented by you - no teams are permitted (if you want to include other actors, please contact me first)

As the deadline approaches I will release a grading rubric and more detailed guidelines. I am also happy to answer questions and help you explore options earlier in the semester if you want to get feedback on an idea.

Extra Credit and Rounding of Final Grades:

My policy is to not provide extra credit or to round final grades. However, contexts could arise when I may decide to make exceptions; this is solely at my discretion.

Additional Policy Statements

UCF Writing Center

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University.

Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on their website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute Zoom appointment by using the TutorTrac scheduler on their website

(<https://uwc.cah.ucf.edu/schedule-a-consultation/> (<https://uwc.cah.ucf.edu/schedule-a-consultation/>)).

Withdrawal Policy

Per UCF policy, a student who withdraws from class before the **withdrawal deadline of Friday, October 30th**, will receive a grade of "W." **A student is not permitted to withdraw after the withdrawal deadline.** Students who stay in the class after this deadline are responsible to complete all work required for the course; e.g., homework, projects, tests, etc.

If you choose to stop participating in the class after the withdrawal deadline but have not withdrawn, you will be held responsible for all work missed, including assessments. **Any work that is not completed will receive a zero, which will be included in final grade calculations.**

Incomplete

As per college policy, an incomplete "I" grade may be assigned if you are progressing satisfactorily and for valid, well documented, reasons (emergencies such as serious illness requiring hospitalization), cannot complete the work of a course within the term. You should be aware that I rarely give an incomplete grade; they are reserved for only the most exceptional circumstances. Proper documentation must be provided upon request. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Students cannot graduate from UCF with a grade of "I" on their transcripts. The "I" must be changed within one year of receipt; otherwise it will automatically be changed to "F" by the Registrar's Office.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](https://scai.sdes.ucf.edu/) [\(https://scai.sdes.ucf.edu/\)](https://scai.sdes.ucf.edu/).

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

Some tips for avoiding plagiarism include:

- Paraphrase whenever you can, and remember that paraphrasing must still include in-text citations (author date, page) and references (this class uses Chicago Manual of Style, 17th edition)
- Limit the number of quotes; the bulk of a paper should be your own words
- Limit the size of quotes and always include quotation marks, citations, and references
- Do not submit the same paper to more than one class! Self-plagiarizing is detrimental to your learning experience, since the process of writing is in itself a learning process. You are welcome to choose topics that align with your interests or expand on other papers, but each written piece submitted in this class must be a new and original work
- Do not purchase or borrow a paper from anyone. Do not loan or give anyone one of your papers. Using a friend's paper will result in both of you being held accountable.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](https://www.academicintegrity.org/). [\(https://www.academicintegrity.org/\)](https://www.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)" [.\(http://wpacouncil.org/node/9\)](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](https://issuu.com/universityofcentralflorida-osc/docs/goldenrule2020). (https://issuu.com/universityofcentralflorida-osc/docs/goldenrule2020) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

Course Accessibility Statement

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

Discrimination and Harassment

Discrimination towards fellow students based on gender identity, race, ethnicity, nationality, sexual orientation, disability, religion, or political views will not be tolerated. While not all students share the same values, I will ask that differences be tolerated within this class.

The University of Central Florida's Title IX makes it clear that: "violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties."

Deployed Active Duty Military Students

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







Copyright

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










Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	
Mon Aug 24, 2020	 Classes Begin https://webcourses.ucf.edu/calendar?event_id=1941475&include_contexts=course_1363869	12am
Thu Aug 27, 2020	 Initial Post Due, "This is Anthropology" https://webcourses.ucf.edu/calendar?event_id=1925790&include_contexts=course_1363869	12am
Fri Aug 28, 2020	 Academic Activity https://webcourses.ucf.edu/courses/1363869/assignments/6703492	due by 5pm
Sun Aug 30, 2020	 Syllabus Quiz https://webcourses.ucf.edu/courses/1363869/assignments/6703445	due by 11:59pm
Sun Aug 30, 2020	 This is Anthropology https://webcourses.ucf.edu/courses/1363869/assignments/6703397	due by 11:59pm
Sun Sep 6, 2020	 Chapter 1: Photovoice Reflection https://webcourses.ucf.edu/courses/1363869/assignments/6708479	due by 11:59pm

Date	Details	
Mon Sep 7, 2020	 No Classes- Labor Day https://webcourses.ucf.edu/calendar?event_id=1925656&include_contexts=course_1363869	12am
Sun Sep 13, 2020	 Chapter 2: Comparative Essay https://webcourses.ucf.edu/courses/1363869/assignments/6708480	due by 11:59pm
Thu Sep 17, 2020	 Initial Post Due Ch.3 https://webcourses.ucf.edu/calendar?event_id=1925786&include_contexts=course_1363869	12am
Sun Sep 20, 2020	 Chapter 3: Discussion https://webcourses.ucf.edu/courses/1363869/assignments/6708476	due by 11:59pm
Sun Sep 27, 2020	 Chapter 4: Critical Questions https://webcourses.ucf.edu/courses/1363869/assignments/6708481	due by 11:59pm
Sun Oct 4, 2020	 Exam 1: Chapters 1-4 https://webcourses.ucf.edu/courses/1363869/assignments/6717162	due by 11:59pm
Sun Oct 11, 2020	 Chapter 5: Expository Essay https://webcourses.ucf.edu/courses/1363869/assignments/6708482	due by 11:59pm
Thu Oct 15, 2020	 Initial Post Due Ch.6 https://webcourses.ucf.edu/calendar?event_id=1925787&include_contexts=course_1363869	12am
Sun Oct 18, 2020	 Chapter 6: Discussion https://webcourses.ucf.edu/courses/1363869/assignments/6708477	due by 11:59pm
Sun Oct 25, 2020	 Chapter 7: Academic Article Scavenger Hunt https://webcourses.ucf.edu/courses/1363869/assignments/6708483	due by 11:59pm
Fri Oct 30, 2020	 Last Day to Withdraw https://webcourses.ucf.edu/calendar?event_id=1919535&include_contexts=course_1363869	12am
Sun Nov 1, 2020	 Chapter 8: Argumentative Essay https://webcourses.ucf.edu/courses/1363869/assignments/6708484	due by 11:59pm

Date	Details	
Sun Nov 8, 2020	 Exam 2: Chapters 5-8 (https://webcourses.ucf.edu/courses/1363869/assignments/6717164)	due by 11:59pm
Wed Nov 11, 2020	 No Classes - Veteran's Day (https://webcourses.ucf.edu/calendar?event_id=1925655&include_contexts=course_1363869)	12am
Sun Nov 15, 2020	 Initial Post Due (https://webcourses.ucf.edu/calendar?event_id=1947300&include_contexts=course_1363869)	12am
Mon Nov 16, 2020	 Begin work on Final Project (https://webcourses.ucf.edu/calendar?event_id=1925789&include_contexts=course_1363869)	12am
Sun Nov 22, 2020	 Chapter 9: Multi-Media Resources Discussion (https://webcourses.ucf.edu/courses/1363869/assignments/6708478)	due by 11:59pm
Wed Nov 25, 2020	 No Classes - Thanksgiving (https://webcourses.ucf.edu/calendar?event_id=1925652&include_contexts=course_1363869)	12am
Sun Dec 6, 2020	 Final Project Due (https://webcourses.ucf.edu/courses/1363869/assignments/6708473)	due by 11:59pm
Mon Dec 7, 2020	 Finals Week Begins (https://webcourses.ucf.edu/calendar?event_id=1925653&include_contexts=course_1363869)	12am
Sat Dec 12, 2020	 Final Exam: Chapters 1-9 (https://webcourses.ucf.edu/courses/1363869/assignments/6717165)	due by 11:59pm

ANT3302-20Fall 0W60

Sex, Gender, and Culture

Fall 2020 Syllabus

Instructor Information

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

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

Office Hours: Tuesdays 1:30pm-2:30pm or by appointment (via WebCourses)

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

Graduate Teaching Assistant (GTA): Rachel Lotze

Office: Main Campus, Phillips Hall, 311

Email: rachel.lotze@ucf.edu

Virtual Office Hours: Tuesdays from 2:00pm-3:00pm or by appointment

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

Catalog Description

The traditional and changing roles of women and men viewed in a cross-cultural perspective.

Prerequisite(s): Sophomore standing. Corequisite(s): None.

Required Texts

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

A quick note. I used to require a textbook for this course. Starting this semester, I am using the original articles/chapters collected in that book, to save students the cost of a book. The only drawback is that my videos may now sometimes refer to the incorrect page numbers when quoting readings. I trust that figuring out the difference is preferable to spending \$50+ on a textbook.

Recommended Texts

Nagle, Angela. 2017. [Kill All Normies: Online Culture Wars from 4chan and Tumblr to Trump and the Alt-Right \(Links to an external site.\)](#). Zero Books.

A PDF of chapters from the book will be posted on WebCourses during the semester's last section, but you are welcome to purchase it as well.

Course Description

This course examines the changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. Case studies will be drawn from around

the world and the US alike. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and assignments in each section will reveal how anthropology intersects other disciplines in addressing these topics. This is a mixed mode course, meaning a portion of the course takes place online. Exams and other assignments are administered via WebCourses.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

GroupMe Policy

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

Online Activity Policy

This course includes online activities, some of which may cover topics that are sensitive or uncomfortable for some students. DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in your responses. In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. Familiarize yourself with the definitions in the [Clarifying Terminology](#) page. All students are expected to understand the appropriateness of this language. This isn't about politicizing topics, but respecting others. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all online activities. Disrespecting GTAs and/or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, online activities, and making connections between authors, media, classmates, and your professor. You will be asked to ascertain the validity and strength of arguments.
- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.

- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.
- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Film Response:	5 possible points
Weekly Responses:	20 possible points (2 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer questions. Questions will test students on content from assigned readings and lectures. Each exam will correspond to one of the semester's three sections (see syllabus below). There is no cumulative final.

Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Activity topics broadly conform to topics from each section. Complete details and instructor expectations will be posted at the beginning of each activities. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups and/or late submissions will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).

Total Points: 15

Film Response: Students will watch an online video, answer a series of prepared questions, and then take an online quiz based on the prepared questions.

Total Points: 5

Weekly Responses: Students will answer a weekly response question(s) associated with the relevant readings/lecture. These are posted on Monday and due by midnight on Friday. Grades will come from content, grammar, and spelling. Because of the extended availability of weekly responses, make-ups

will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).

Total Points: 20

Total Possible Points: 100 (each point = 1% point)

Course Grading Scale

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

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

Extra Credit Opportunities

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

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -5% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

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

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

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

Semester Calendar

SECTION I: GENDER

Week 1: Aug 24 - 28

Topic: Course Intro

Readings: [Clarifying Terminology](#); [Careers in Anthropology \(Links to an external site.\)](#)

Assignments: [Syllabus Quiz](#)

Week 2: Aug 31 - Sep 4

Topic: Challenging Cultural Universals of Gender

Readings: [Ortner, Sherry. Is Female to Male as Nature Is to Culture?](#) & [Rogers, Susan Carol. Female Forms of Power and the Myth of Male Dominance...](#)

Assignment: [Weekly Response \(Week 2\)](#)

Week 3: Sep 7 - 11

Topic: Gender, Family, & Work

Readings: [Scheper-Hughes. Lifeboat Ethics.](#) & [Lane. Man Enough to Let My Wife Support Me.](#)

Assignment: [Weekly Response \(Week 3\)](#)

Week 4: Sep 14 - 18

Topic: Gendered Material Culture

Readings: [Chin. Ethnically Correct Dolls.](#)

Assignments: [Online Activity 1](#)

Week 5: Sep 21 - 25

Topic: Complicating Gender

Readings: [Colen. Like a Mother to Them...](#) & [Deomampo. Transnational Surrogacy in India...](#)

Assignment: [Weekly Response \(Week 5\)](#)

Week 6: Sep 28 - Oct 2

Topic: Gender at Home

Readings: [Barnes. Black Women Have Always Worked...](#) & [Gutmann. Scoring Men...](#)

Assignments: [Weekly Response \(Week 6\)](#) & [Film Response \(Southern Comfort\)](#)

SECTION II: SEXUALITY

Week 7: Oct 5 - 9

Topic: Gender, Sex, and Sexuality

Readings: [Kulick. Gender of Brazilian Transgendered Prostitutes.](#) & [Zavella. Playing with Fire...](#)

Assignment: [Weekly Response \(Week 7\)](#)

[Exam 1: Covers weeks 1-6.](#)

Week 8: Oct 12 - 16

Topic: Language and Performance

Readings: [Cameron. Performing Gender Identity.](#) & [Weston - Do Clothes Make the Woman?...](#)

Assignment: [Weekly Response \(Week 8\)](#)

Week 9: Oct 19 - 23

Topic: Growing up Gendered

Readings: [Mora. "Do It For All Your Pubic Hairs!"](#) & [Rooke. Trans Youth, Science, and Art...](#)

Assignment: [Weekly Response \(Week 9\)](#)

Week 10: Oct 26 - 30

Topic: Sexuality Online

Readings: [Gray. Negotiating Identities/Queering Desires...](#)

Assignments: [Online Activity 2](#)

SECTION III: POWER

Week 11: Nov 2 - 6

Topic: Power, Agency, and Structure

Readings: [Abu-Lughod. The Romance of Resistance...](#) & [Mahmood. Feminist Theory, Embodiment, and the Docile Agent...](#)

[Exam 2: Covers weeks 7-10.](#)

Week 12: Nov 9 - 13

Topic: Intersectionality

Readings: [PDFs on WebCourses](#)

Assignments: [Online Activity 3](#)

Week 13: Nov 16 - 20

Topic: Representation as Power

Readings: [Mohanty. Under Western Eyes...](#) & [Rodriguez. A Homegirl Goes Home...](#)

Assignment: [Weekly Response \(Week 13\)](#)

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

Topic: None

Week 15: Nov 30 - Dec 4

Topic: Sex, Gender, and Online Culture

Readings: [Kill All Normies \(selected chapters as PDFs via WebCourses\)](#)

Assignment: [Weekly Response \(Week 15\)](#)

Week 16: Dec 7 - 11

Topic: Final Exam Period

[Exam 3: Covers weeks 11-15.](#)

Important UCF Dates for Fall 2020

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

August 28, 2020 - Drop/Swap Deadline

August 28, 2020 - Add Deadline

October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[Links to an external site.](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#) [\(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see ["Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#) [\(Links to an external site.\)](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). [Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

Course Accessibility Statement

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

Campus Safety Statement

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

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

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

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Biobehavioral Anthropology

“**Biology** gives you a brain, **life** turns it into a mind.”

ANT 3541 (0W61) ▪ Fall 2020

Department of Anthropology ▪ College of Sciences
University of Central Florida

Course Information

Course Name: Biobehavioral Anthropology
Course ID: ANT 3541 (0W61) / Fall 2020
Credit Hours: 3.0 hours
Location/time: Online instruction via WebCourse@UCF

Professor Contact

Professor: **Dr. Lana Williams**
Main Office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Office: Tuesday 9:15-11:15 AM EST via Chat
(or by scheduled appointment online via Conferences or Zoom)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA: **Jonathan Barkmeier**
Main Office: UCF Main Campus - Phillips Hall 309
Online Office: **TBA** EST via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
- [Course Policies](#)
 - [Missing or late work](#)
 - [Absence accommodations](#)
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- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Academic Resources](#)
- [Communicating with Inbox](#)
- [COVID requirements](#)
- [Technical Resources](#)
- [Academic integrity](#)
- [Study groups](#)
- [Campus emergencies](#)

University Catalog Description

An introduction to the study of human behavior in terms of mutual interaction between human biology and cultural environments. **Prerequisite:** Sophomore standing

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

What is this course about?

For humans, the operation of our brain generates our sense of self, expresses our unique personalities, records information, and guides our actions. Evolution has shaped our bodies and brains so that we closely resemble one another, yet our brains remain malleable throughout life, continually remodeled by our environments, experiences, and interactions with other people. So, through a remarkable intersection of physiology, genetics, and environmental and social influences, we have over time developed a unique set of structures and actions of the brain that produce mind and behavior.

This course explores the complexities of the human experience and behavior through the frameworks of contemporary science in evolutionary theory, anthropology and neurobiology, with an emphasis on the brain. In this approach, the view is not of the brain as the be-all and end-all of what makes us individuals but, rather, the brain as a common pathway, the conduit by which our individuality and our best and worst behaviors are shaped, starting anywhere from seconds ago to millions of years ago. Throughout the term, we will explore the functions of the nervous system and how regions of the brain operate and are regulated in emotions and actions. We will examine the effects of genetics and culture in the development of cognition, memory and plasticity, and we will discuss actions of hierarchy and morality, empathy and altruism, and violence and free will.

What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about the human behavior, evolutionary neurobiology and individual behavioral differences.

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

- Identify key structures, chemical processes and systems that operate and regulate human brain function and behavior.
- Outline the historical approaches to understanding human behavior and modern perspectives on gene-culture interactions in action and response.
- Describe impacts of social and physical environment on development of cognition and changes in human behavior.
- Interpret and critically evaluate graphs and tables showing data on behavioral patterns in humans and animals.
- Discuss anthropological and evolutionary theory concepts on human interactions of hierarchy and morality, empathy and altruism, and violence and free will.

While emphasis is placed on the earning outcomes listed above, you will also be developing the following intellectual and

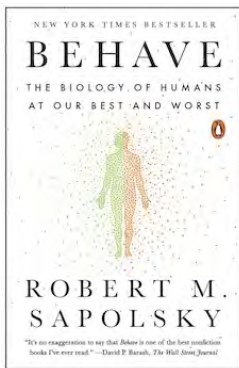
practical skills needed in higher level university study and future employment opportunities:

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

What textbook will I need?

The following **textbook is required** for successful completion of this course. The text, new and used, is available for purchase in the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Additional required readings (outside of this text) will be provided through WebCourses@UCF.

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



Behave: The Biology of Humans at Our Best and Worst

Author: R. Sapolsky

Edition: Reprint or eBook

Year: 2017

Publisher: Penguin Press

ISBN: 9780143110910 (or 9780099575061)

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

Biobehavioral Anthropology explores the social science of human behavior through evolution and genetics, hormones and neurons, culture and philosophy – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide

how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Fall 2020 term, you should expect to spend around **three hours of class time each week with online lectures, assigned media, participating in class discussion and completing assignments.** You should also plan on setting aside at least **three hours each week to complete your assigned reading and taking and reviewing your notes.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 3000-level course. All due dates for assignments, quizzes and exams are located in your calendar and in the schedule at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Tuesdays from 9:15-11:15am EST.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>)), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

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

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- participate in 3 Point-of-View online discussions;
- submit 3 Behavior Study response papers (includes online participation in IRB approved research);
- submit 3 online written exams.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that section of the course. The modules contain your online lectures, assignments, quizzes, links to

information websites, and assigned media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process (see section below on academic integrity).

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

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

How will I be evaluated and graded?

Your **final grade is weighted** and based on your performance on the following:

Assessment:	Points Possible	% Final Grade
Required activity (1) & Quizzes (13)	140	20%
POV Discussions (3)	30	15%
Behavior Study papers (3)	60	25%
Exams (3)	300	40%
<i>Total Possible</i>	<i>530</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about human behavior. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 13 of the 15 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 15 possible grades.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human behavior and current issues presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the

learning modules.

- **Behavior Study papers:** These assignments are designed around your participation in ongoing online behavior studies (IRB approved) and how they relate to materials covered in the course and peer-reviewed scholarly journal articles **You are required to submit all 3 Behavior Study assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams.**

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes you have submitted** using the 'Grades' button in the menu on the left.

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

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

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

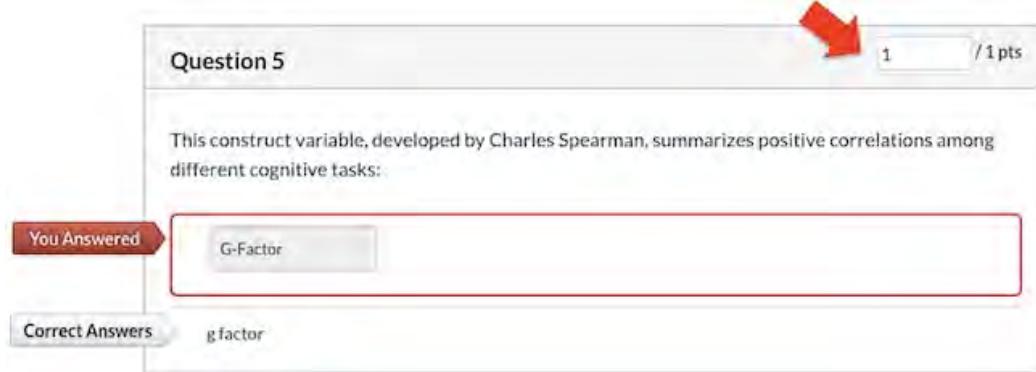
How do I view my grades?

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

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

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

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



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

What if I miss a quiz, assignment, or exam due date?

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

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

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

Are there accommodations for authorized absences?

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first-response or medical staff workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management/pandemic situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with

documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](https://policies.ucf.edu/documents/4-401.pdf) [_\(https://policies.ucf.edu/documents/4-401.pdf\)_](https://policies.ucf.edu/documents/4-401.pdf).

- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf) [_\(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf\)_](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf).

What are the COVID-related requirements at UCF?

University-Wide Face-Covering Policy

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

Changes to Course Modality

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

Illness Notifications

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

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

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

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

What academic resources are available to me?

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

- **Writing help** from the [University Writing Center](http://uwc.cah.ucf.edu/) [_\(http://uwc.cah.ucf.edu/\)_](http://uwc.cah.ucf.edu/), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](http://sarconline.sdes.ucf.edu/) [_\(http://sarconline.sdes.ucf.edu/\)_](http://sarconline.sdes.ucf.edu/) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](https://apps.ucf.edu/) [_\(https://apps.ucf.edu/\)_](https://apps.ucf.edu/), for programs you need for your courses, such as

SPSS, Office 365, and others.

- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeopro.com/cdlvideo/successful-you) (<https://vimeopro.com/cdlvideo/successful-you>), so you can avoid undesirable academic outcomes.

How is respect for diversity and inclusion maintained?

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

This course will be conducted in a way that respects **all aspects of diversity** (<http://www.diversity.ucf.edu>). The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

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

How is academic integrity maintained?

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

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

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

- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

How can I use study groups and external materials responsibly?

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

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

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

- **Taking a screen shot of an online quiz or exam question and posting it to GroupMe or WhatsApp, and/or asking for assistance** is considered academic misconduct.
- **Answering an online quiz or test question posted to GroupMe or WhatsApp** is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.

- **Using outside assistance from another student or by searching the Internet;** Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- **Joining others to take an online quiz or test and sharing answers** in the process is considered academic misconduct.

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

During this course you might also encounter public online services and/or software applications, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact me or GTA for assistance.

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me 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 instructor, between student and 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 unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is my course lecture and assignment schedule?














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





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

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

Course Summary:

Date	Details	
Fri Aug 28, 2020	 REQUIRED ACTIVITY: Neuromythology https://webcourses.ucf.edu/courses/1357212/assignments/6778469	due by 11:59pm
Mon Aug 31, 2020	 QUIZ 1: Brain Behavior https://webcourses.ucf.edu/courses/1357212/assignments/6778472	due by 11:59pm
Mon Sep 7, 2020	 QUIZ 2: Neurobiology https://webcourses.ucf.edu/courses/1357212/assignments/6778474	due by 11:59pm
Mon Sep 14, 2020	 QUIZ 3: Sensory Triggers https://webcourses.ucf.edu/courses/1357212/assignments/6778475	due by 11:59pm
Thu Sep 17, 2020	 POV1: Fight or Flight? https://webcourses.ucf.edu/courses/1357212/assignments/6778481	due by 11:59pm
Fri Sep 18, 2020	 BEHAVIOR STUDY 1 https://webcourses.ucf.edu/courses/1357212/assignments/6778484	due by 11:59pm
Sun Sep 20, 2020	 POV1 Group Response https://webcourses.ucf.edu/courses/1357212/assignments/6778489	due by 11:59pm
Mon Sep 21, 2020	 QUIZ 4: Hormone Effects https://webcourses.ucf.edu/courses/1357212/assignments/6778471	due by 11:59pm
Sun Sep 27, 2020	 EXAM 1: Modules 1 through 5 https://webcourses.ucf.edu/courses/1357212/assignments/6778468	due by 11:59pm
Mon Sep 28, 2020	 QUIZ 5: Memory and Plasticity https://webcourses.ucf.edu/courses/1357212/assignments/6778480	due by 11:59pm
Mon Oct 5, 2020	 QUIZ 6: Growing Behaviors https://webcourses.ucf.edu/courses/1357212/assignments/6778478	due by 11:59pm

Date	Details	
Thu Oct 8, 2020	 POV2: Importance of Mothering https://webcourses.ucf.edu/courses/1357212/assignments/6778483	due by 11:59pm
Sun Oct 11, 2020	 POV2 Group Response https://webcourses.ucf.edu/courses/1357212/assignments/6778490	due by 11:59pm
Mon Oct 12, 2020	 QUIZ 7: Roots of Behavior https://webcourses.ucf.edu/courses/1357212/assignments/6781012	due by 11:59pm
Mon Oct 19, 2020	 QUIZ 8: Behavior Genetics https://webcourses.ucf.edu/courses/1357212/assignments/6778473	due by 11:59pm
Fri Oct 23, 2020	 BEHAVIOR STUDY 2 https://webcourses.ucf.edu/courses/1357212/assignments/6778485	due by 11:59pm
Mon Oct 26, 2020	 QUIZ 9: Culture Matters https://webcourses.ucf.edu/courses/1357212/assignments/6778479	due by 11:59pm
Sun Nov 1, 2020	 EXAM 2: Modules 6 through 10 https://webcourses.ucf.edu/courses/1357212/assignments/6778467	due by 11:59pm
Mon Nov 2, 2020	 QUIZ 10: Evolution Behavior https://webcourses.ucf.edu/courses/1357212/assignments/6778476	due by 11:59pm
Mon Nov 9, 2020	 QUIZ 11: Hierarchy and Obedience https://webcourses.ucf.edu/courses/1357212/assignments/6778470	due by 11:59pm
Thu Nov 12, 2020	 POV3: What Is Moral Compromise? https://webcourses.ucf.edu/courses/1357212/assignments/6778482	due by 11:59pm
Sun Nov 15, 2020	 POV3 Group Response https://webcourses.ucf.edu/courses/1357212/assignments/6778491	due by 11:59pm
Mon Nov 16, 2020	 QUIZ 12: Morality https://webcourses.ucf.edu/courses/1357212/assignments/6778462	due by 11:59pm
Mon Nov 23, 2020	 QUIZ 13: Empathy and Awfulness https://webcourses.ucf.edu/courses/1357212/assignments/6778456	due by 11:59pm

Date	Details	
Mon Nov 30, 2020	 BEHAVIOR STUDY 3 https://webcourses.ucf.edu/courses/1357212/assignments/6778486	due by 11:59pm
	 QUIZ 14: Crime and Free Will https://webcourses.ucf.edu/courses/1357212/assignments/6781011	due by 11:59pm
Sun Dec 6, 2020	 QUIZ 15: War and Peace https://webcourses.ucf.edu/courses/1357212/assignments/6781008	due by 11:59pm
Thu Dec 10, 2020	 EXAM 3: Modules 11 through 15 https://webcourses.ucf.edu/courses/1357212/assignments/6778477	due by 11:59pm



ANT 3610: Language and Culture Fall 2020

Instructor Contact

Instructor Chelsea Daws

Office Howard Phillips Hall 101

Office Hours Fridays 11 AM-1 PM EST, or by appointment

Hours OH are via Webcourse Chat or Scheduled Private Conference

Phone 407-823-2227

E-mail • Chelsea.Daws@ucf.edu, or via Webcourses Inbox

Graduate Teaching Assistant (GTA)

Send Tori a message via Webcourses Inbox Messages only

You should contact Tori to discuss and clarify course content, assignments, and requirements. You should not contact your GTA to discuss concerns about your grades, missing assignments, and personal matters. For this, you should contact me without hesitation.

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610

Credit Hours 3

Semester/Year Fall 2020

Location Online

Course Description

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. Please be prepared to actively engage with course readings and discussions, and be prepared to apply what you are learning to your own experiences with language in everyday settings.

Student Learning Outcomes

- Recall and explain basic terminology used in anthropological linguistics.
- Identify and discern key information from reading materials.
- Assess how the broader concepts covered in this class can be used to understand everyday speech interactions.

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. ISBN 978-1-4051-2441-6. *The digital version of this textbook is available for free through the UCF Library. [You may read it online by following this link.](#)*
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686. *The digital version of this textbook is available for free through the UCF Library.*

Supplemental Texts

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

Course Activities

- Read the assigned materials each week.
- Participate in group discussions.
- Complete all required assignments.
- Respond to all quizzes
- Pass the midterm and final exams
- Follow all class protocols

Activity Submissions

All course activities will take place on Webcourses@UCF. All quizzes, exams, discussions, and papers will be submitted via Webcourses@UCF.

Course Schedule

The course schedule is [available here](#).

Missed Assignments/Make-Ups/Extra Credit

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Late Work

All written assignments --graded discussions and papers-- have a 3-day grace period. Assignments may be submitted up to three days past the due date. Late assignments are penalized 2 points per day.

Evaluation and Grading

Your grade will be based on the Following scale:

Percentage	Grade
95-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
67-69	D+
64-66	D
60-63	D-
59 and below	F

Your grade will be based on the following assignments and assessments. Please see the [Assignment List](#) for more information.

Assignment Group	Weight
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Graded Discussions	40
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Paper	25
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Quizzes	15
---------	----

Exams	20
-------	----

Policy Statements

Inclusive Classroom

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

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](#). 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

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 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. 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.

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Campus Safety Statement

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

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	
	Assignment Introduction Assignment	due by 11:59pm
Fri Aug 28, 2020		
	Assignment Orientation Quiz	due by 11:59pm
Sun Sep 13, 2020	Assignment Group Discussion 1	due by 11:59pm
Mon Sep 14, 2020	Assignment Online Quiz 1	due by 11:59pm
Mon Sep 28, 2020	Assignment Online Quiz 2	due by 11:59pm
Sun Oct 11, 2020	Assignment Group Discussion 2	due by 11:59pm
Sun Oct 25, 2020	Assignment Group Discussion 3	due by 11:59pm
Mon Oct 26, 2020	Assignment Midterm Examination	due by 11:59pm
Mon Nov 9, 2020	Assignment Online Quiz 3	due by 11:59pm
Tue Nov 10, 2020	Assignment Group Discussion 4	due by 11:59pm
Sun Nov 22, 2020	Assignment Group Discussion 5	due by 11:59pm
Mon Nov 23, 2020	Assignment Online Quiz 4	due by 11:59pm

Date	Details	
Mon Nov 30, 2020	Assignment Endangered Language Profile	due by 11:59pm
Fri Dec 4, 2020	Assignment TED talk paper (extra credit)	due by 11:59pm
Mon Dec 7, 2020	Assignment Final Examination	due by 11:59pm
	Assignment Multifunctionality Matching	
	Assignment Small Group Lounge	

Engagement & Social Change: Public Anthropology

ANT 3701 Fall 2020: Monday and Wednesday 3:30-4:20

Instructor: Russell Manzano

Office Hours: by appointment

Course Description

Course Description:

This course explores how anthropological knowledge, skills, and methods contribute to the understanding of contemporary human concerns related to health, migration, globalization, human rights, and development. As the most rapidly expanding field in anthropology, public (or applied) anthropology strives to bring public and policy attention to concerns that are often hidden or marginalized. In the words of anthropologist Robert Borofsky, it strives “to move beyond the traditional ‘do no harm’ ethos of funded research to one that strives to do good, to one that focuses on helping others.” We will therefore consider how anthropology can be engaged with the community, and explore how best to engage locally and abroad to create positive change.

Credit: this course also counts toward 3 UCF programs:

Medical Anthropology Minor

http://catalog.ucf.edu/content/documents/programs/Medical_Anthropology_Minor.pdf

Global Health Certificate

http://catalog.ucf.edu/content/documents/programs/Antropology_of_Global_Health_Certificate.pdf

Gordon Rule Requirement

Learning outcomes - upon course completion, the students will:

- 1) gain knowledge of the various public interest domains in anthropological research
- 2.) become familiar with ethical considerations for anthropology work and research
- 3) gain understanding of how anthropology fits in the work of local and global organizations, and policy
- 4.) expand their scholarly writing skills, including analysis and synthesis

Learning Outcomes:

Upon completion of the course, the students will understand:

- primary and emerging global health concerns and interventions
- diversity of health experiences based on race, ethnicity, gender, class and other forms of stratification
- global health governance in the cultural, historical, and political-economic contexts
- the application of cultural concepts to contemporary global health dilemmas

Required Course Materials

Books: Jason De Leon and Michael Wells. *The Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press. 2015

Access - this book is available, in addition to UCF bookstore and at UCF library as an e-book (free)

Articles (provided):

1. Several articles are also required and will be available to students electronically via our Canvas (Webcourses) website. All assigned articles are listed in the class schedule, which also specifies when students are expected to read them. Please download texts to your computers as we go through the semester.

To access Canvas (Webcourses): log into webcourses2c@instructure.com, then go to Courses, then select our class. For help with Canvas: www.ucf.edu/services/s/webcourses-ucf-support/

Films (provided):

Students are required to see all films/videos shown in class and stay alert for the duration of the showing; these will be on exams. Titles of films will be provided in class or in the syllabus.

Examinations and Grading Policy: My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here's the breakdown.

Summary of points:

In-Class Component:

- 1.) Exam 1: 20 points
- 2.) Exam 2: 20 points
- 3.) 4 of 5 Quizzes: 20

Outside of Class/Online Component:

- 1.) 2 Film Response Papers: 60 points (2 x 30 points)
- 2.) Book Response Paper: 30 points
- 3.) Final Fieldwork Project Report or Research Paper: 50 points

Total: 200 points

Letter	Points
A	186 – 200
A-	180 – 185
B+	174 – 179
B	166 – 173
B-	160 – 165
C+	154 – 159
C	146 – 153
C-	140 – 145
D+	134 – 139
D	126 – 133
D-	120 – 125
F	Below 119

An incomplete grade (I) will only be given under very rare circumstances. To qualify for an incomplete, the student must have completed all but a very small portion of the course, and must have earned a passing grade up to that point. A contract will be signed between the student and the professor for completion of the work.

My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here are the exams and assignments.

Descriptions:

1.) Exam 1 (20 points):

Exam consists of 20 questions (multiple choice, true/false), and cover concepts from all texts, videos, lectures. Exams will be online and open book. You may not work together.

2.) Exam 2 (20 points):

Exam consists of 20 questions (multiple choice, true/false), and is cumulative based on concepts from all texts, videos, lectures with an emphasis on the last half of the material. Exams will be online and open book. You may not work together

3.) 4 of 5 Quizzes (20 points):

Five quizzes will be given for 5 points each, and the lowest score will be dropped. The quizzes are based on assigned readings for that day and consist of 1 or 2 questions (narrative, fill in the blank or multiple choice, or some combination of these) meant to assess whether or not the student read and understood the assigned material. They will take approx. 5-10 minutes at the start of the class. There will be no make-ups for the quizzes because 1 score is dropped. The dropping of the lowest score is designed to help students in such situations as when the student happens to get sick, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz. *No exceptions, for fairness to everyone.*

4.) 2 Film Response Papers

1st Film Paper (30 points): For this paper, students will watch an ethnographic film “Women in the Struggle Against Poverty: A Case Study - Daughters of the Golden Bengal” dealing with questions of social justice, especially as related to gender equality. The paper response will synthesize the material from the class that addresses issues of development projects, as discussed in class and the assigned texts, and integrate these concepts with the information from the film. **Specific instructions and hints on Canvas.** These papers will have a word limit of 700 - 800.

2nd Film Paper (30 points): Students will watch “Becoming American,” an episode from a larger documentary exploring different ethnic/racial communities, providing a deeper exploration of how social conditions affect population health and how some communities are extending their lives by improving them. “Becoming American” focuses on Mexican immigrants, social networks, and declining health. In analysis, integrate class material, guest lecture content, and information from the film. **Specific instructions and helpful hints on Canvas.** Paper word limit of 700 - 800.

• **5.) Book Response Paper (30 points):**

The book assigned for this class, the ethnography by Jason De Leon and Michael Wells (2015), will serve as the basis for this book response paper. Students will analyze the book’s content in light of the topics covered in class. **Specific instructions on Canvas.** These papers will have a word limit of 700 - 800

6.) Public Anthropology Project (50 points) – (Note: This project stands for your final exam and will be due during the finals week.)

• **Research Paper**

You have the option of writing a Paper on a public anthropology topic. This will involve researching a topic by locating and reading 4 full-length research articles on a similar subject in these journals: *Human Organization*, *Practicing Anthropology*, and *NAPA Bulletin/ Annals of Anthropological Practice*, and writing a paper based on the analysis of these texts. **Specific instructions on Canvas.** *NOTE: Articles must to be approved by the Professor before proceeding. Students earn points for:

- Timeliness: submitting required parts of the paper on time
- Research Paper (stands for your Final Exam & due during the finals week): length 1500- 1550 words (about 6 pages double spaced), plus references cited section

• **7.) Attendance & Participation**

Attendance for remote instruction is required.

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~~~ **A WRITING TIP:** In this class you’ll write short papers. I urge you to write early and have your papers reviewed by the **UCF Writing Center** (which is an excellent and free resource to UCF students) before you submit them for grading. <http://uwc.ucf.edu/>

Writing Parameters: All writing assignments should be single-spaced, 1” margins on all sides, Times New Roman size 12 or Garamond font size 12.

Extra Credit

You will have opportunities throughout the semester for extra credit. While there are no excused absences or make-up work, extra credit opportunities will allow you to earn points you may need in case you had to miss class.

COURSE POLICIES

Expectations:

I hope that you will want to attend this class and that you will be eager to participate in discussions. If it’s particularly difficult for you to speak up in class I invite you to my office hours to discuss any of the topics in a smaller, less intimidating setting. Students are expected to attend lectures and films, complete

assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to read all of the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do very well in this course.

Course Content: This class will examine a wide range of topics from multiple cultural perspectives that may not always coincide with your own belief system. I ask that you come into the classroom with an open mind to learn about various aspects of cultural diversity and how you can benefit from this knowledge. While we may discuss topics in politics or religion, the purpose of this class is to discuss the anthropological research concerning issues of health and illness. Thus, we will refrain from discussing personal beliefs and opinions so that we can all feel welcome to share reflections about the course content. Please contact me if you have a concern about course content in general or a particular topic and would like to discuss it outside of class.

Attendance: Due to the discussion-based structure of the class, attendance is required to succeed in the class. Attendance will be recorded in “participation assignments.” If you miss a class, you are responsible for obtaining class notes from another student and/or arranging to view films on your own. Attendance will be counted in your participation grade.

Absence due to illness: No one will be allowed to make-up work done in class, however there will be extra credit that will allow you to make-up points if you need to miss class. Please feel free to contact me about any concerns about your ability to attend class due to an illness.

Classroom behavior: Do not come in late or leave class early, as this is distracting. If you do come in late, it is your responsibility to ask a classmate about any topics you may have missed. Use respect when participating in class discussion and working with your peers. Disrespectful or aggressive discussion or behavior will result in dismissal from class that day. Please see the USF Code of Conduct for University policies. <http://www.usfsp.edu/dos/sc/student-code-of-conduct/>

Class notes: I encourage you to share your class notes with one another, and if you are absent please feel free to ask your classmates for copies of their notes. I do not provide copies of my lecture slides because these are constantly revised.

Films are a required part of this course and students are expected to be in class for all scheduled films. Some of the films (and course readings) may include mature content. Please be aware that because this is a class about diversity in health and medicine, this material is considered part of the curriculum.

Students with disabilities: Any student with a disability is encouraged to meet with the instructor privately to discuss accommodations. If, possible, please try to make these arrangements the first week of class so that the instructor understands all accommodations at the beginning of the course. Please bring a current Memorandum of Accommodations from the Office of Student Disability Services, a requirement for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks’ notice. All course documents are available in alternate format if requested in the

student’s Memorandum of Accommodations. Please see the Students with Disabilities Services website for more information: sds.usf.edu.

Observance of religious holidays: In accordance with the University policy on observance of religious holidays, “no student shall be compelled to attend class or sit for an examination at a date or time prohibited by his or her religious beliefs”. Students are encouraged to discuss any absences necessary for religious holidays but must do so before missing a class, assignment, or exam.

Academic Integrity: Should the instructor deem that a violation of USF’s Academic Integrity Policy has occurred, the assignment in question will receive a zero at a minimum. The instructor reserves the right to pass out a failing grade for the course. Lastly, confirmation of such incidents can result in expulsion from USF. It is the student’s responsibility to read and understand the university’s policy on academic integrity, available online at: <http://ugs.usf.edu/pdf/cat1718/08academic-regulations-policies-and-procedures.pdf>

Building evacuation: Should an emergency require the evacuation of the building, please see the instructions listed near the door of the classroom. A new location will be found for the class or the exam to take place. If there is an emergency that does not require building evacuation we will follow the instructions from the USF police department.

Steps for academic continuity in the event of campus closure: In the event of an emergency, it may be necessary for USF to suspend normal operations. This is especially relevant during hurricane season. If the university is officially closed, you are not required to complete the work for that day, and we will adjust our schedule accordingly. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Covid-19 Procedures: All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing during in-person classes. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus. For more information, please visit the UCF website for COVID-19 related information. <https://www.ucf.edu/coronavirus/>

Course Schedule

| # | Day | Topic | Reading | Assignment |
|----|------|-------------------------------------|---|---|
| 30 | | | | |
| 1 | 8/24 | Course Introduction | Syllabus | |
| 2 | 8/26 | Introduction to Public Anthropology | “Making Anthropology Public” by N. Scheper-Hughes, Anthropology Today, 25(4):1-3, 2009. | Assignment Wk 1: Instructions on Canvas |

| | | | | |
|----|-------|--|---|---|
| 3 | 8/31 | The Yanomami Controversy | “The Fierce Anthropologist: Did Napoleon Chagnon’s expeditions harm one of the world’s most vulnerable tribes?” by Patrick Tierney, The New Yorker, 10-9-2000 | |
| 4 | 9/2 | The Yanomami Controversy | “Darkness in El Dorado: research ethics then and now” by Carolyn Fleuhr-Lobban Ethics and the Profession of Anthropology, pp. 85-106, 2003.

Browse: the AAA ethics statement at: http://ethics.americananthro.org/category/statement/ | Assignment on Canvas
Quiz 1 |
| 5 | 9/7 | Labor Day | No Class | |
| 6 | 9/9 | Ethical Challenges: Anthropology and War | “Army Enlists Anthropology in War Zones” by David Rohde, The New York Times, 10-5-2007. And
“Anthropologists or ‘technicians of power?’” by Gonzalez, Roberto (2009) Practicing Anthropology 31(1): 34-37 | Assignment on Canvas
Quiz 2 |
| 7 | 9/14 | Anthropology & Development – key issues | “Anthropology and the development encounter: the making and marketing of development anthropology” by Arturo Escobar, American Ethnologist, 1991, 18(4):658-682. | |
| 8 | 9/16 | Anthropology & Development – key issues | “The Philani Experience: Gender Equality and Empowerment of Women in South Africa” by Alexandra Kenny, Annals of Anthropological Practice 27(1):27–39, 2007. | Assignment on Canvas |
| 9 | 9/21 | Women’s Maternal Health | Film: Sister: Working to Improve Global Maternal Health | |
| 10 | 9/23 | Gender | “Vernacularization on the Ground: Local Uses of Global Women’s Rights in Peru, China, India and the United States.” Peggy Levitt and Sally Merry. Global Networks 9(4): 441–461, 2009 | Due: 1st Film Response Paper Due 9/23/20 by midnight
Assignment on Canvas |
| 11 | 9/28 | Medical Anthropology | “Three propositions for a critically applied medical anthropology” by Nancy Scheper-Hughes, Social Science & Medicine, 30(2):189-197 | |
| 12 | 9/30 | Medical Anthropology | None | Assignment on Canvas |
| 13 | 10/5 | Exam Review | No reading | |
| 14 | 10/7 | Exam | | Exam 1 |
| 1 | 10/12 | Human Rights | Human Rights as Cultural Practice: An Anthropological Critique.” Preis, Ann-Belinda (1996). Human Rights Quarterly, 18:286-315. | |
| 16 | 10/14 | Human Rights | None | Assignment on Canvas |
| 17 | 10/19 | Case Study: Migration | De Leon: Intro and Ch 1 (1-23) | Quiz 3 |
| 18 | 10/21 | Necroviolence | De Leon 28-86 | Assignment on Canvas |
| 19 | 10/26 | Deported | De Leon 87-144 | Quiz 4 |
| 20 | 10/28 | Technological Warfare | 145-202 | Assignment on Canvas |

| | | | | |
|----|--------------|--|--|---|
| 21 | 11/2 | Exposure | De Leon 203-237 | Quiz 5 |
| 22 | 11/4 | Maricela; We will wait | 238-287 | Assignment on Canvas |
| 23 | 11/9 | Migration and Climate Change | Watch: Climate Refugees
The Global Human Impact of Climate Change
Available through UCF libraries via Kanopy | **Book response paper due on Canvas 11/9 by midnight |
| 24 | 11/16 | Public Anthropology and Future Trends; exam review | No readings | Assignment on Canvas
*Film Response Paper due Nov 16 by midnight |
| 25 | 11/18 | | Veterans Day- no class | *Review on Canvas |
| 26 | 11/23 | Exam 2 | Exam 2 | Exam 2 |
| 27 | 11/25 | | Thanksgiving- no class | |
| 28 | 11/30 | Final Paper Workshop | No readings | |
| 29 | 12/2 | Final Research Paper | | Final paper due by 12/2 on Canvas by midnight |

* Note: The syllabus and schedule are subject to revision at the discretion of the instructor.

Course Syllabus



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:

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 an 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 an 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-
<https://webcourses.ucf.edu/courses/1360321/assignments/syllabus>

- 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 $\frac{3}{4}$ 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 Webcourses 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)*. Students 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/> [\(http://jkrt.sdes.ucf.edu/\)](http://jkrt.sdes.ucf.edu/)
 - UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> [\(http://compliance.ucf.edu/\)](http://compliance.ucf.edu/)
 - Ombuds Office - <http://www.ombuds.ucf.edu> [_\(http://www.ombuds.ucf.edu\)](http://www.ombuds.ucf.edu) [_\(http://www.ombuds.ucf.edu\)](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/?](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu)

[url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu)
[COS-](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu)

[ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842k](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDRetu)

. 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/?](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-)

[url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-)
[COS-](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-)

[ANT%40groups.ucf.edu%7C739a905777654e8c156508d8407a9311%7Cbb932f15ef3842k](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CUCFTeam-)

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 who have come to campus recently, 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%7Cbb932f15ef3842k>)

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:

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/5.020ReligiousObservancesFINALJai>

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/) [\(http://www.ucf.edu/\)](http://www.ucf.edu/) will help find UCF resources
- [UCF Computer Service Desk](http://servicedesk.ucf.edu/) [\(http://servicedesk.ucf.edu/\)](http://servicedesk.ucf.edu/) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](http://learn.ucf.edu/) [\(http://learn.ucf.edu/\)](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/> [\(http://www.cstore.ucf.edu/\)](http://www.cstore.ucf.edu/)
- [Hardware/Software Requirements](http://learn.ucf.edu/webcourses/support.html) [\(http://learn.ucf.edu/webcourses/support.html\)](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
August 24 | M 8/24: Course Introduction

W 8/26: <i>Class Lecture: Intro to Biological Anthropology</i>
<ul style="list-style-type: none"> Exam 1 Inquizitives open: "How to do Use Inquizitive" and Chapters 1-5 | Module 0 Course Activity Quiz
Due FRIDAY August 28 at 11:59pm for Course Activity. |
| Week 2
August 31 | M 8/31: Quiz 1 (Nature of Science Pretest) at the start of the class period.
<i>Class Lecture: The Nature of Science</i>

W 9/2: <i>Posted Lecture: Before Darwin, the Rise of Science.</i> | Module 1 (Chapter 2)
Due Sep 4 at 11:59 pm |
| Week 3
Sep 7 | M 9/7: No class! Labor Day!

W 9/9: <i>Class Lecture: Natural Selection</i> | Module 2 (Chapters 3 and 4)
Due Sep 11 at 11:59 pm |
| Week 4
Sep 14 | M 9/14: <i>Class Lecture: Population Genetics</i>
Wrap up and review for Exam 1.
<ul style="list-style-type: none"> Quiz 2 (Nature of Science Posttest) at the end of class.
W9/16: Study Day! No class! Do the following online!
<ul style="list-style-type: none"> Inquizitives due Friday 9/18 at 11:59 pm: "How to do Use Inquizitive" and Chapters 1-5 Exam 1 opens on Weds. 9/16 at 7 am and is due Friday 9/18 at 11:59 | Module 3 (Chapter 5)
Due Sep 18 at 11:59 pm |
| Week 5
Sep 21 | M 9/21: <i>Class Lecture: Primate Anatomy</i>
<ul style="list-style-type: none"> Exam 2 Inquizitives open: Chapters 6, 7, and 9
W 9/23: <i>Class Lecture: Primate Evolution</i> | Module 4 (Chapter 9)
Due Sep 25 at 11:59 pm |
| Week 6
Sep 28 | M 9/28: <i>Class Lecture: Primate Evolution, Continued.</i>

W 9/30: Movie Day! No Class! Watch the movie on “The Living Primates” that will be posted to Webcourses. | Module 5 (Chapter 6)
Due Oct 2 at 11:59 pm |

| | | |
|-------------------|---|--|
| Week 7
Oct 5 | <p>M 10/5: Wrap up and review for Exam 2.</p> <ul style="list-style-type: none"> Quiz 3 at the end of class. <p>W: Study Day! No class! Do the following online!</p> <ul style="list-style-type: none"> Inquizitives due Friday 10/9 at 11:59 pm: Chapters 6, 7, and 9 Exam 2 opens on Weds. 10/7 at 7 am and is due Friday 10/9 at 11:59pm | Module 6 (Chapter 7)
Due Oct 9 at 11:59 pm |
| Week 8
Oct 12 | <p>M 10/12: <i>Class Lecture: Hominid Adaptations</i>
Exam 3 Inquizitives open: Chapters 8 and 10.</p> <p>W 10/14: <i>Hominid Adaptations, continued.</i></p> <ul style="list-style-type: none"> Quiz 4 at the end of class. | Module 7 (Chapter 8)
Due Oct 16 at 11:59 pm |
| Week 9
Oct 19 | <p>M 10/19: Movie Day! No Class! Watch the movie “The Dawn of Humanity” that will be posted to Webcourses.</p> <p>W 10/21: <i>Class Lecture: Protohominins, Ardipithecus, and Early East African Australopithecus.</i></p> | Module 8 (Chapter 10)
Due Oct 23 at 11:59 pm |
| Week 10
Oct 26 | <p>M 10/26: <i>Class Lecture: Lucy, A. garhi and East African robust hominins.</i></p> <p>W 10/28: <i>Class Lecture: South African hominins</i></p> | No Module This Week!! |
| Week 11
Nov 2 | <p>M 11/2: <i>Class Lecture: Early Homo.</i> Wrap up and review for Exam 3.</p> <ul style="list-style-type: none"> Quiz 5 at the end of class. <p>W 11/4: Study Day! No class! Do the following online!</p> <ul style="list-style-type: none"> Inquizitives due Friday 11/6 at 11:59 pm: Chapters 8 and 10. 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
Nov 9 | <p>M 11/9: <i>Class Lecture: Homo erectus</i>
Final Exam Inquizitives open: Chapters 11, 12 and 13.</p> <p>W 11/11: No Class-Veterans Day!</p> | Module 9 (Chapter 11)
Due Nov 13 at 11:59 pm

Thank you vets!! |
| Week 13
Nov 16 | <p>M 11/16: <i>Class Lecture: Homo heidelbergensis</i></p> <p>W 11/18: Movie Day! No Class! Watch the movie “Neanderthals parts 1 and 2” that will be posted to Webcourses.</p> | Module 10 (Chapter 12)
Due Nov 20 at 11:59 pm |
| Week 14
Nov 23 | <p>M 11/23: <i>Class Lecture: Neanderthals</i></p> <p>W 11/25: No Class for Thanksgiving!</p> | No Module this week!

Eat Turkey! |

| | | |
|--------------------------------|---|---|
| <p>Week 15
Nov 30</p> | <p>M 11/30: <i>Class Lecture: Neanderthals, Denisovans, and You</i></p> <p>W 12/2: Wrap up and review for Final Exam.</p> <ul style="list-style-type: none"> • Quiz 6 at the end of class. | <p>Module 11 (Chapter 13)
Due Dec 4 at 11:59 pm</p> |
| <p>Week 16
Finals week</p> | <p>No classes! Complete these online!</p> <ul style="list-style-type: none"> • Inquizitives due Friday 12/11 at 11:59 pm: Chapters 11, 12 and 13 • Final Exam opens on MONDAY 12/7 at 7 am and is due FRIDAY 12/11 at 11:59pm | |

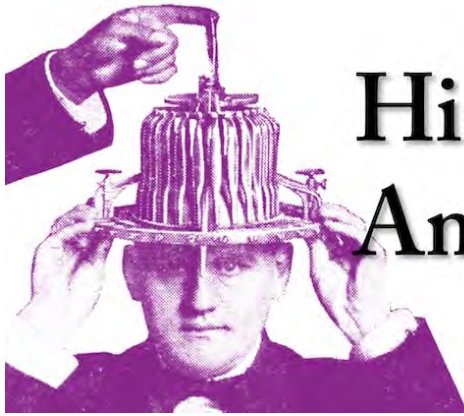
IMPORTANT DATES & INFORMATION:

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

Course Syllabus

[Jump to Today](#)

 [Edit](#)



History of Anthropological Thought

ANT 4034 (0W60) • Fall 2020

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

Course Information

| | |
|-----------------------|--------------------------------------|
| Course Name: | History of Anthropological Thought |
| Course ID: | ANT 4034 (0W60) |
| Credit Hours: | 3.0 hours |
| Semester/year: | Fall 2020 |
| Location/time: | Online instruction via WebCourse@UCF |

Professor Contact

| | |
|---------------------------|---|
| Instructor: | Dr. Lana Williams |
| Main office: | UCF Main Campus - Howard Phillips Hall 309F |
| Online office hrs: | Wednesday 9:30-11:30 AM EST online via Chat
(or by scheduled appointment online via Conferences or Zoom) |
| Phone: | 407-823-2227 |
| E-mail: | via WebCourses Inbox messaging (or lana.williams@ucf.edu) |

Teaching Assistant Contact

| | |
|---------------------------|---|
| Course GTA: | Rachael Root |
| Main office: | UCF Main Campus - Howard Phillips Hall 309 |
| Online office hrs: | TBA EST online via Chat
(or by scheduled appointment) |
| Phone: | 407-823-2227 |
| GTA e-mail: | via WebCourses Inbox |

Syllabus Quick Links

- [Course Description](#)
- [Working in WebCourses](#)
- [Course Policies](#)

- [Skill development](#)
- [Required textbook](#)
- [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Academic Resources](#)
- [Planning your time](#)
- [Accessibility and inclusion](#)
- [Getting started](#)
- [Communicating with Inbox](#)
- [COVID requirements](#)
- [Technical Resources](#)
- [Missing or late work](#)
- [Absence accommodations](#)
- [Respect for diversity](#)
- [Academic integrity](#)
- [Study groups](#)
- [Campus emergencies](#)

University Catalog Description

The exploration of the intellectual foundations of modern anthropology. **Prerequisite:** ANT 2410 or CI.

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

What is this course about?

Are you familiar with the phrase "survival of the fittest"? It was first used by Herbert Spencer in his 1864 book *Principles of Biology*. Have you ever thought about whether technology is a good measure of society's development? Lewis Henry Morgan did in *Ancient Society*, which he published in 1877. Modern anthropology is built on the work of earlier generations of researchers who were thinking deeply and critically about understanding others and understanding ourselves, asking questions similar to the ones we ask today.

History of Anthropological Thought includes everything you'll need to get acquainted with the theoretical approaches and debates that inform and inspire inquiry and form the discipline of Anthropology. Together, we will be investigating perspectives on such topics as evolution, culture, social structure, agency, cognition, identity, power, and representation. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand the processes, meanings and motivations behind who we are and what we do as anthropologists.

What skills will I develop in this course?

We will read primary works, review theoretical developments, and examine some of the individual experiences of theorists to provide context for the social and historical circumstances in which the works were produced, interpreted, and used. Through your study in this course, you will learn to:

- Recognize and explain major theoretical developments and concepts used within all four fields of anthropological inquiry.
- Identify key figures, schools of theory, and seminal works that have contributed to modern anthropological research.
- Engage in dialogue about how anthropologists use theoretical frameworks when shaping their patterns of inquiry.
- Critically review and evaluate the process of theory building and the different paradigms resulting from this process.
- Generate and demonstrate informed opinions concerning the use (and abuse) of anthropological theory in the contemporary world.

While emphasis in this course is placed on evaluating the analytical or explanatory power of theory in understanding human behavior and the world around us, you will also be developing intellectual and practical skills needed in higher level university study and future employment opportunities.

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

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to new settings and complex problems.

- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

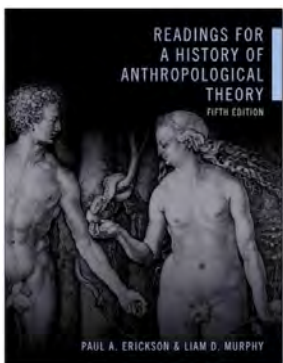
What textbook will I need?

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The **5th edition of *Readings for a History of Anthropological Theory* is required** for successful completion of this course. The text is available for rent or purchase in paperback and eBook formats. **No specific format is required**, but you must be able to regularly access the textbook for study throughout the term. Any additional required readings (outside of this text) will be provided through WebCourses@UCF.

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

If you are purchasing or renting your book from a vendor other than the UCF Bookstore, **match the edition and ISBN provided below for the READINGS textbook** (light blue text on the front). These same authors have also published a **history textbook** (purple text on the front) that looks very similar!

Do NOT purchase earlier editions of the textbook – these contain different readings, and you will not have the materials you need for your assignments or exams.



Readings for a History of Anthropological Theory

Authors: Paul A. Erickson and Liam D. Murphy

Edition: 5th

Year: 2017

Publisher: University of Toronto Press

ISBN: 9781442636873

Available in rental, paperback, and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

This course examines theoretical frameworks anthropologists use to study behavior, beliefs, and lifestyles of people, and, for many of you, the process of theoretical inquiry and interpretation may be unfamiliar. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 15 weeks of the Fall 2020 term, you should expect to spend around **three hours of class time each week with online lectures, assigned media, taking and reviewing notes, and participating in class discussion and assignments**. You should also plan on setting aside at least **two-to-three hours each week to complete your assigned reading**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. All due dates for assignments, quizzes and exams are located in your calendar and in the schedule at the end of this syllabus.

Please do not be tempted to skip two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on Wednesdays from 9:30-11:30am EST**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and I can assist you via messaging or arrange an online Conferences or Zoom appointment as needed.

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>)), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to instructors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

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

- submit responses in a university-required academic activity to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts, study guides and practice quizzes;
- submit 6 of 8 discussion assignments (two lowest scores dropped);
- submit 4 theory framework written assignments;
- submit 3 online written exams.

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

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

How do I get started in the course?

After you finish reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access course materials. You will need to review all of the information in the [COURSE INTRO: Things You Should Know](#), which includes an introduction to your professor, details about course communication and office hours, how to set up your computer and/or use mobile devices, details about the academic integrity policy, and who to contact for technical assistance. You will also find some helpful suggestions on study strategies and a few tips from previous students on how to be successful in the course. If you have not already done so, **please obtain the required textbook as soon as possible.**

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

How will I be evaluated and graded?

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

| Assessment: | Points Possible | % Final Grade |
|---|-----------------|---------------|
| Required academic activity (1) and POV discussion assignments (6) | 70 | 30% |
| Theory framework assignments (4) | 120 | 25% |
| Exams (3) | 300 | 45% |
| <i>Total Possible</i> | <i>490</i> | <i>100%</i> |

You will be evaluated on your ability to define and critically apply terms, connect theorists with theories, explain and use concepts presented in course materials in exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit initial and group responses to discussion prompts in a required academic activity to initiate your class participation. In this assignment, you will become familiar with how we use theory to interpret and understand relationships between human behavior and cultural norms, two issues that we will be exploring throughout the term. **This score cannot be dropped from your discussions grade.**
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts of theory frameworks and their past and/or current applications. You are required to submit at least 6 of the 8 Point-of-View discussions located in the learning modules. **WebCourses will**

automatically drop the 2 lowest scores from the 8 possible grades.

- **Theory Framework assignments:** These short written papers are designed around learning to recognize theoretical concepts, and articulate and reflect on their application in everyday literature, which will help further develop your skills in understanding anthropological theory, but also your skills in problem solving, analysis, and critical and creative thinking. **You are required to submit all 4 Theory Framework assignments** located in the learning modules.
- **Exams:** For each exam, you will need to demonstrate your understanding of terms and concepts, place theories and theorists in a historical context, and recognize applications of theory as presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams** located in the learning modules.

Many students take advantage of the dropped grades in discussions at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of discussion assignments you have submitted** using the 'Grades' button in the menu on the left.

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

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

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

How do I view my grades?

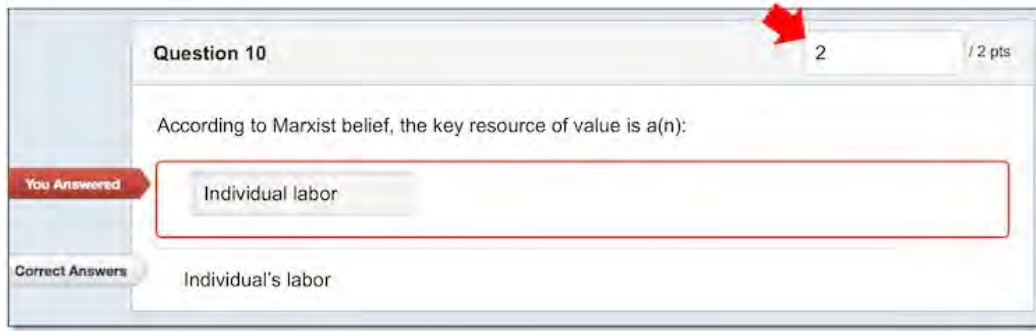
You can access your grades for quizzes, assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most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

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

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

If point corrections are applied by the GTA during grading, the question **will still show a 'red' flag** indicating it is

incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



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

What if I miss an assignment or exam due date?

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

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

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

Are there accommodations for authorized absences?

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first-response or medical staff workers** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of extended responsibilities during emergency management/pandemic situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who

are unable to meet a course deadline due to a conflict with that event must provide the instructor with **documentation in advance** to arrange a make-up. No penalty will be applied. For more information, see the [UCF policy](#) (<https://policies.ucf.edu/documents/4-401.pdf>).

- Students intending to miss class to **observe a holy or remembrance day** of their religious faith must **notify their instructor in advance** if they intend to miss class. For more information, see the [UCF policy](#) (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

What are the COVID-related requirements at UCF?

University-Wide Face-Covering Policy

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

Changes to Course Modality

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

Illness Notifications

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

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

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

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

What academic resources are available?

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

- **Writing help** from the [University Writing Center](#) (<http://uwc.cah.ucf.edu/>), such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the [Student Academic Resource Center](#) (<http://sarconline.sdes.ucf.edu/>)(SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.

- **Access to software** through [UCF apps](https://apps.ucf.edu/) [\(https://apps.ucf.edu/\)](https://apps.ucf.edu/), for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the [Successful You Video Series](https://vimeo.com/cdl/video/successful-you) [\(https://vimeo.com/cdl/video/successful-you\)](https://vimeo.com/cdl/video/successful-you), so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

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

This course will be conducted in a way that respects **all aspects of diversity** [\(http://www.diversity.ucf.edu\)](http://www.diversity.ucf.edu). The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

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

How is academic integrity maintained?

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

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

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

the impression that such work is the student's own.

- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate** academic behavior standards.

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

How can I use study groups and external materials responsibly?

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

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

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

- **Taking a screen shot of an online quiz or exam question and posting it** to GroupMe or WhatsApp, and/or asking for assistance is considered academic misconduct.
- **Answering an online quiz or test question posted to GroupMe or WhatsApp** is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online

assignment, quiz, or test is considered academic misconduct.

- **Using outside assistance from another student or by searching the Internet;** Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- **Joining others to take an online quiz or test and sharing answers** in the process is considered academic misconduct.

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

During this course you might also encounter public online services and/or software applications, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact me or GTA for assistance.

Why should I use WebCourses Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me 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 instructor, between student and 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 unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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

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

- Audio input, built-in, or external computer speakers

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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

What is the course lecture and assignment schedule?


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













through [Announcements](#) in WebCourses.



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

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

Course Summary:

| Date | Details | |
|------------------|--|----------------|
| Wed Aug 26, 2020 |  REQUIRED ACTIVITY: Humor and Theory
(https://webcourses.ucf.edu/courses/1357213/assignments/6716384) | due by 11:59pm |
| Thu Aug 27, 2020 |  DISCUSSION 1: Proto-Anthropology
(https://webcourses.ucf.edu/courses/1357213/assignments/6716381) | due by 11:59pm |
| Fri Aug 28, 2020 |  REQUIRED ACTIVITY: Group Response
(https://webcourses.ucf.edu/courses/1357213/assignments/6716393) | due by 11:59pm |
| Mon Aug 31, 2020 |  DISCUSSION 1: Group Response
(https://webcourses.ucf.edu/courses/1357213/assignments/6716385) | due by 11:59pm |
| Wed Sep 2, 2020 |  THEORY FRAMEWORK 1: Click Clack Moo Marxism (https://webcourses.ucf.edu/courses/1357213/assignments/6716394) | due by 11:59pm |
| Thu Sep 3, 2020 |  DISCUSSION 2: Cultural Evolutionism
(https://webcourses.ucf.edu/courses/1357213/assignments/6716376) | due by 11:59pm |
| Mon Sep 7, 2020 |  DISCUSSION 2: Group Response
(https://webcourses.ucf.edu/courses/1357213/assignments/6716386) | due by 11:59pm |
| Thu Sep 17, 2020 |  DISCUSSION 3: Assumptions and Ethnology (https://webcourses.ucf.edu/courses/1357213/assignments/6716377) | due by 11:59pm |
| Mon Sep 21, 2020 |  DISCUSSION 3: Group Response
(https://webcourses.ucf.edu/courses/1357213/assignments/6716387) | due by 11:59pm |
| Sun Sep 27, 2020 |  EXAM 1: Modules 1 through 5
(https://webcourses.ucf.edu/courses/1357213/assignments/6716375) | due by 11:59pm |
| Thu Oct 1, 2020 |  DISCUSSION 4: Cultural Diversity
(https://webcourses.ucf.edu/courses/1357213) | due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| | /assignments/6716378 | |
| Mon Oct 5, 2020 |  DISCUSSION 4: Group Reponse
https://webcourses.ucf.edu/courses/1357213/assignments/6716388 | due by 11:59pm |
| Thu Oct 15, 2020 |  DISCUSSION 5: Emics and Etics
https://webcourses.ucf.edu/courses/1357213/assignments/6716379 | due by 11:59pm |
| Mon Oct 19, 2020 |  DISCUSSION 5: Group Response
https://webcourses.ucf.edu/courses/1357213/assignments/6716389 | due by 11:59pm |
| Wed Oct 28, 2020 |  THEORY FRAMEWORK 2: French Structuralism and Ogres
https://webcourses.ucf.edu/courses/1357213/assignments/6716395 | due by 11:59pm |
| Sun Nov 1, 2020 |  EXAM 2: Modules 6 through 10
https://webcourses.ucf.edu/courses/1357213/assignments/6716374 | due by 11:59pm |
| Thu Nov 5, 2020 |  DISCUSSION 6: Gendered Anthropology
https://webcourses.ucf.edu/courses/1357213/assignments/6716382 | due by 11:59pm |
| Mon Nov 9, 2020 |  DISCUSSION 6: Group Response
https://webcourses.ucf.edu/courses/1357213/assignments/6716390 | due by 11:59pm |
| Thu Nov 12, 2020 |  DISCUSSION 7: Symbols and Interpretation (https://webcourses.ucf.edu/courses/1357213/assignments/6716380) | due by 11:59pm |
| Fri Nov 13, 2020 |  THEORY FRAMEWORK 3: Gender Roles, Princes and Princesses
https://webcourses.ucf.edu/courses/1357213/assignments/6716396 | due by 11:59pm |
| Mon Nov 16, 2020 |  DISCUSSION 7: Group Response
https://webcourses.ucf.edu/courses/1357213/assignments/6716391 | due by 11:59pm |
| Thu Nov 19, 2020 |  DISCUSSION 8: Postmodernity and Postcolonialism (https://webcourses.ucf.edu/courses/1357213/assignments/6716383) | due by 11:59pm |
| Mon Nov 23, 2020 |  DISCUSSION 8: Group Response
https://webcourses.ucf.edu/courses/1357213/assignments/6716392 | due by 11:59pm |

| Date | Details | |
|-----------------|--|----------------|
| Wed Dec 2, 2020 |  THEORY FRAMEWORK 4: Bourdieu Meets the Sneetches
(https://webcourses.ucf.edu/courses/1357213/assignments/6731626) | due by 11:59pm |
| Wed Dec 9, 2020 |  EXAM 3: Modules 11 through 15
(https://webcourses.ucf.edu/courses/1357213/assignments/6716373) | due by 11:59pm |

Environmental Anthropology

Anthropology 4051-0001
Fall 2020

Tuesday, Thursday 3 – 4:20 pm
ZooooooooooooM!

Dr. Vance Geiger
vance.geiger@ucf.edu
511C Howard Phillips Hall



Office Hours: Friday 10 – 12 in the class chat, by appointment, or contact me through Webcourses. **All** email communication must take place either in Webcourses or using a Knights E-mail account.

Course Description

The study of relationships between human cultures and societies and the environment is at least as old as Classical Greece, and it lies at the roots of Anthropology as well. In this course we will read selections from anthropologists, investigating a wide spectrum of questions: the nature-culture dichotomy, human ecology and social organization, ethnoecology, anthropological models of resource use, indigeneity and the environment, social identity, and perception of the landscape. Anthropology provides a set of useful perspectives on the study of culture and the environment that have developed through nearly 100 years of research.

Course Goals

To place 21st century environmental issues in local context through anthropological research.

To look at anthropological scholarship in the context of academic debate.

To help students critically evaluate anthropological arguments.

To practice using the art of writing to develop and communicate ideas

Required Textbooks

Environmental Anthropology: A Historical Reader. Edited by Michael R. Dove and Carol Carpenter. Oxford: Blackwell. ISBN 978-1-4051-1137-9 (pbk)

The Mushroom at the End of the World. Anna Lowenhaupt Tsing. Princeton: Princeton University Press. ISBN 978-0-691-16275-1 (hbk, look for the paperback edition coming out next month).

Environmental Anthropology: From Pigs to Policies (2nd edition), by Patricia Townsend. Long Grove, IL: Waveland.

These textbooks are available at the bookstore, and from many other sources. If you purchase your books somewhere else, note the ISBN number to **make sure** that you get the correct edition. The abbreviations are used in the class schedule (see below).

Grading

The requirements for this course are weighted as follows:

| | |
|---------------------|-----|
| Class participation | 10% |
| Weekly papers | 50% |
| Midterm exam | 20% |
| Final exam | 20% |

Class participation—This class meets two times a week, and we will read, discuss and debate many different ideas. This format depends on everyone’s participation. You are expected to come to **every** class meeting and be an active part of in class activities, including writing, small group discussions, and classroom discussions. **Always** bring pen and paper to class.

We will be using zoom to attempt to create as much a face-to-face experience as possible. We will have full class zoom meetings, and I will also break the class into smaller groups using the zoom break-out room for part of the class time.

Weekly papers—We will be reading essays from a wide range of anthropological thinkers, and writing short papers every week to respond to their ideas.

- 1) Read the weekly assignment, starting with the original essays in the Dove and Carpenter [DC]. Then read the chapters in the Townsend book [T]
- 2) Choose one of the original essays that interest you, and try to find something in it that you either agree or disagree with. Use the footnotes and introductory materials in the textbook [DC], and the chapters in the Townsend book [T], to help generate ideas. The Case Study papers follow this same pattern, but use the Tsing book.
- 3) Write an argumentative paper that responds to a specific aspect of the original essay, in **no more than 500 words** (about two pages, double spaced). Use the word count feature in your word processor, and put the **word count** at the end of the paper. Put your name and a title on the paper, use a readable font (10 or 12 point), and put at least 1” margins all around. Use page numbers, and make the final product look neat and clear.
- 4) Your paper should do two things. First, it should raise an issue, by summarizing to an idea or a quote from one of the readings. Second, the paper should contain an idea or argument that you write in response to that issue. You **do not** need to do any outside reading or research for these papers. Instead, focus on explaining what you think, and backing it up with a detailed example or two.
- 5) We require electronic submission, because it allows us to give you more feedback on your writing. Electronic submissions will be accepted until class time (3 pm), **through Webcourses**. If the paper is submitted electronically after this time, or in person after class, it will not be accepted. **No exceptions**.
- 6) In class we will work in small caucus groups and as a whole to discuss and debate the issues that are raised in each week’s readings.
- 7) There are 15 possible assignments, however, only your best 10 scores will be counted. You can (and probably should) submit 11 or more papers, and have

the top 10 grades counted. **Be careful to submit 10 papers**—if you calculate the percentages, you will see that your grade will suffer if you do not.

- 8) The essays will be graded on a simple 10-point scale (7=not good, 8=good, 9=very good, 10=excellent).

Exams—there will be two exams (one midterm and a final). The exams will be online exams. If you are unfamiliar with taking online exams let me know and I can explain what to do. Exams consist of some objective questions (multiple choice, matching) identifications, and short essay questions. All material covered in the course may be included on the exams. No makeup exams will be given without written documentation of a valid excuse. There are no exceptions to this rule.

We will not spend time in class reviewing the exams. If you wish, I encourage you to make an appointment and I would be glad to go over the exams with you.

Grading scheme—For the final grades, the +/- system will be used. The percentages correspond to the following letter grades.

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

Anthropology Websites

These websites contain information about the history and current state of anthropology as a discipline and in the public sphere. They can help you generate ideas for your weekly papers, or even help study for the exams. Many anthropology blogs are also full of good links and information.

American Anthropological Association (www.aaanet.org)

Anthropology Biography Web (www.mnsu.edu/emuseum/information/biography)

Anthropology in the News (anthropology.tamu.edu/news.htm)

UCF Library (library.ucf.edu)

see especially the Anthropology Plus database and online journals

Google Earth (earth.google.com)

Savage Minds (savageminds.org)

Strategies for studying

There will be a lot of times throughout the semester when we will be working together, either through discussion or by working in small groups. In order for the class to be a success, everyone will have to participate and keep up with the work. These guidelines will help you earn a good grade:

- 1) Prepare for each class by doing all of the **readings before class**.
- 2) Come to **every** class.

- 3) Practice **taking notes** in class. Learn how to summarize points quickly and write them down. You don't need to write down every word, but you do need more than a word every ten minutes. If you hear it more than once, odds are you should write it down.
- 4) **Keep up with the reading assignments**—even on the days you are not handing in a paper. The point of lecture is not to rehash what is in the readings, but to discuss the issues that those readings bring up.

Writing Center

Here at UCF there is an excellent service to help all writers improve their work by conferencing with other writers. Find out more about it at (www.uwc.ucf.edu). Take advantage of these resources, because they will certainly improve your writing and they are available to you at no charge.

Classroom decorum

In order for many humans to coexist at 10:30 AM in a small room, cooperate and learn, some basic ground rules are necessary.

Class discussions—some of the issues that we will be talking about in class this semester have the potential to provoke strong opinions and disagreement. In order for us to work together as a class, we will all need to be aware of this. By all means express your opinion, but also be receptive to other people when they express their opinions.

Small electronics—turn off all things that beep, whistle or sing before you come to class. Keep them off while you are in class.

Tape recorders and computers—it is okay to tape lecture and discussion, but please inform me before doing so. Feel free to use your laptop, although if you do **I might call on you** to look up something on the Internet for class discussion.

Disruptions—Talking during class, reading newspapers [isn't that a quaint warning, this note must be from 1996!] and other disruptive behavior will not be tolerated.

Cheating and Plagiarism—I have a zero-tolerance policy towards cheating and plagiarism. Students who cheat or plagiarize will fail the course, and most likely be expelled from the University. Please refer to your Golden Knights handbook for UCF rules regarding cheating.

Exams—If you cannot take an exam at the scheduled time because of a severe illness, injury, family emergency or participation in an official UCF event (sports, field trips, etc.) you must notify me immediately through email, in person, or through the department office (407-823-2227) **before** the exam. I will allow a make-up exam **only** with written proof such as a signed statement from a physician. If you do not have a validated excuse, you cannot take a make-up exam. There are no exceptions to this policy. It is **your** responsibility to schedule a time for a make-up exam.

Revisions and the syllabus

This syllabus is subject to revision as we work on topics throughout the semester. Updated syllabi will be distributed by email or the web, and you will hear about them in class. You should think of this syllabus as a contract that gives details about what will

happen in the course. If this syllabus does not reflect your expectations, you should feel free to drop the course.

Required Syllabus

Required Statement Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a

backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Statement

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

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at [<https://cdl.ucf.edu/support/webcourses/zoom/>](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](mailto:Webcourses@UCF) at [<https://cdl.ucf.edu/support/webcourses/>](https://cdl.ucf.edu/support/webcourses/) if you have any technical issues accessing Zoom.

• Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. <http://academicintegrity.org/> (Links to an external site.) UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. 1. Integrity: I will practice and defend academic and personal honesty. 2. Scholarship: I will cherish and honor

- learning as a fundamental purpose of my membership in the UCF community.
- 3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
 - 4. Creativity: I will use my talents to enrich the human experience.
 - 5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.
- The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9> (Links to an external site.)> and have been adopted by UCF's Department of Writing & Rhetoric.
- Plagiarism** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other

student writers.

Misuse of Sources A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information

about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>. For more information about UCF's Rules of Conduct, see <http://www.osc.sdes.ucf.edu/>.

- **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** Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes

or for inclusion on your syllabus: 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

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.html.

- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)•If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

(insert class specific information if appropriate)•To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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

SEE SCHEDULE BELOW

| Date | | Topic | DC reading | T reading | Mushroom reading | Supplemental Reading | Assignment due |
|------|----|-------------|---------------------------------|---------------------------------|----------------------------|----------------------|----------------------------|
| Aug. | 25 | T | Introductions | Introduction | | | |
| | 27 | T
h | Nature/Culture | 1-2 (Posey, Fairhead+Leach) | | | |
| Sep | 1 | T | | 1 introduction | | | |
| | 3 | T
h | The Problem with Cattle | 3-4 (Evans-Pritchard, Harris) | 2 Steward | Hardin, Ostrum | Paper 1
Nature/Culture |
| Sep. | 7 | T | <i>Labor Day</i> | | | | <i>No class</i> |
| | 8 | T
h | Ecology and Social Organization | 5-6 (Maus, Steward) | 3 ethno-ecology | | Paper 2
Ecology/Society |
| | 10 | T | Case Study I | | Prologue, Chapters 1, 2, 3 | | Case study
Paper 1 |
| | 15 | T
h | Ecosystems with Humans | 7-8 (Barth, Geertz) | | | Paper 3
Ecosystems |
| | 17 | T | | 4 Pigs for the Ancestors | | | |
| | 22 | T
h | Disasters? | 9-10 (Firth, Waddell) | 6 Climate Change | | Paper 4
Disasters? |
| | 24 | T | Case study 2 | | Chapters 4-10 | | Case study
Paper 2 |
| | 29 | T
h | Slash and Burn | 11-12 (Conklin, Carneiro) | | | Paper 5
Slash and Burn |
| Oct. | 1 | T | | 5 Amazonian hunters | | | |
| | 6 | W
t
h | Cybernetics | 13-14 (Rapoport, Hawkes et al.) | | | Paper 6
Cybernetics |

| | | | | | | | |
|------|----|----|--------------------------------|-----------------------------|-------------------------------|----------------|---|
| | 8 | T | | | 6 Complex Societies | | |
| | 11 | Th | Midterm exam | | | | Midterm |
| | 13 | T | Case study 3 | | | Chapters 11-17 | Case study paper 3 |
| | 15 | Th | Bounded and Balanced | 15-16 (Solway+Lee, Netting) | 7 The underground environment | | Paper 7 Bounded and Balanced |
| | 20 | T | | | 8 Climate Change | | |
| | 22 | Th | Indigeneity and Politics | 17-18 (Ellen, Li) | | | Paper 8 Indigeneity and Politics |
| | 27 | T | | | 9 Holy Ground | | |
| | 29 | Th | Campaigns and Collaborations | 19-20 (Brosius and Tsing) | | | Paper 9 Campaigns and Collaborations |
| Nov. | 3 | T | | | 10 Population | | |
| | 5 | Th | Case study 4 | | | Chapters 18-20 | Case study paper 4 |
| | 10 | T | | | 11 Biodiversity and Health | | |
| | 12 | Th | Social Identity and Perception | 21-22 (Bloch, Frake) | | | Paper 10 Social Identity and Perception |
| | 17 | T | | | | | |

| | | | | | | | | |
|------|-----|----|---------------------|-------------------------|----------------------|--|--|------------------------------|
| | 19 | T | | | 12 Being Green | | | |
| | 24 | Th | Limits of Knowledge | 23-24 (Bateson, Ingold) | | | | Paper II Limits of Knowledge |
| | 26 | T | | | 13 Consumer Cultures | | | |
| | | Th | | | | | | |
| Dec. | 3-4 | m | Final Exam | | | | | 10:00 AM-12:50 PM |

SCIENCE, TECHNOLOGY, AND CULTURE



ANT 4081
Section 0M01

Fall 2020

Tuesday: 12:00pm – 1:15pm & Online
Video Streaming
3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963

Office Hours: Tuesday, 1:30pm – 3:30pm

Graduate Teaching Assistant: Tori Thibault
Department of Anthropology
Howard Phillips Hall 309
tori.thibault@ucf.edu
407-823-2227

Office Hours: Thursday, 2:00pm – 3:00pm

Course Description

Author and astronomer Carl Sagan once stated, “We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology.” With this quote, Sagan confirms the urgent need for us as a society to learn more about science, technology, and their effects on the world. This course addresses this need by engaging with science and technology from an anthropological perspective. Drawing on work from cultural and medical anthropology as well as science and technology studies, we will explore how technological innovation and scientific practices influence our lives in both the past and present. Course materials will cover a range of topics that affect and intersect with science and technology, including race, identity, and social justice, in multiple contexts, such as Argentina, Germany, and the United States. By engaging with key areas of anthropological inquiry on these topics, this course will force us to critically examine how culture shapes science and technology, and vice versa.

Public Course Description

This course critically examines how culture shapes science and technology and vice versa.

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways science and technology are produced, experienced, and deployed in various cultural contexts; 2) to expose you to key areas of concern in the anthropology of science and technology; and 3) to instigate critical thinking about science and technology and their effects locally and globally.

Class Structure

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

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. Students are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

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

Midterm Exam (40 points)

There will be one midterm exam. The exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions and is

cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you read and understood the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, or narrative. Quizzes will take place during the first 5 minutes of class. If you arrive after the first 5 minutes, you will not be allowed to take the quiz that day. Unless you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19, there will be **no make-up** for missed quizzes because your two lowest scores will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three anthropology articles, one anthropology book, or three chapters from an edited anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to science, technology, and culture. For example, you can examine how cultural ideas manifest themselves in a technology or scientific practice or you can select a specific technology as a lens through which to analyze cultural uses of that technology in a specific context. A list of topic ideas will be provided to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

Grading Structure

| | |
|------------------------|-----------|
| Midterm Exam | 40 points |
| Final Exam | 40 points |
| Quizzes (10 out of 12) | 60 points |
| Research Paper | 60 points |

Total: 200 points

Class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Total Points | 200-187 | 186-179 | 178-173 | 172-167 | 166-159 | 158-153 | 152-147 | 146-139 | 138-133 | 132-127 | 126-119 | 118-0 |

Course Policies

Respectful Behavior

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

Zoom Meeting Expectations

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

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

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

Knights Email and Webcourses Communication

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

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

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

Academic Integrity

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

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

Responses to Academic Misconduct

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

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

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr.

Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Campus Safety

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

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

Deployed Active Duty Military Students

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

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course

deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Religious Observance

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

Obtaining Notes for Missed Lectures

Dr. Harris will provide a recording of a lecture only if you miss class because you are sick with COVID-19 or if you are the caretaker for someone who is sick with COVID-19. If you miss a lecture for any another reason, it is your responsibility to obtain notes from a classmate for that lecture.

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 and classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Dr. Harris will ask all students who choose not to wear facial coverings to leave the classroom. 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: <https://goldenrule.sdes.ucf.edu>). Dr. Harris has 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 Dr. Harris.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Academic Activity Record

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

Required Texts

The required books for this course are:



- Saini, Angela. 2020. *Superior: The Return of Race Science*. Boston: Beacon Press.



- TallBear, Kim. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press.

The required books are available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login on webcourses.ucf.edu website, go to Courses, and select our class ANT4081-20Fall 0M01. For technical support with Webcourses, call 407-823-0407.

Course Schedule

Week 1

Tuesday, August 25

- TOPIC: Syllabus and course overview

Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).
-

Week 2

Tuesday, September 1

- TOPIC: Scientific Knowledge and “Facts”
- READINGS: Latour, Bruno and Steve Woolgar. 1986. “The ‘Anthropology’ of Science.” In *Laboratory Life: The Construction of Scientific Facts*, 27-33. Princeton: Princeton University Press.

Latour, Bruno. 1987. “Opening Pandora’s Black Box.” In *Science in Action: How to Follow Scientists and Engineers Through Society*, 1-17. Cambridge: Harvard University Press.

Viner, Katharine. 2016. “How Technology Disrupted the Truth.” *The Guardian*, 12 July, <http://www.theguardian.com/media/2016/jul/12/how-technology-disrupted-the-truth>

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
-

Week 3

Tuesday, September 8

QUIZ #1

- TOPIC: Expert Knowledge
- READINGS: Domus, Susan. 2012. “What Happened to the Girls in Le Roy.” *New York Times*, 7 March, <http://www.nytimes.com/2012/03/11/magazine/teenage-girls-twitching-le-roy.html>

Goldstein, Donna, and Kira Hall. 2015. “Mass Hysteria in Le Roy, New York: How Brain Experts Materialized Truth and Outscienced Environmental Inquiry.” *American Ethnologist* 42:640-657.

Online

- Assignment #3: Begin searching for articles/book/book chapters (instructions on Webcourses).

Week 4

Tuesday, September 15

QUIZ #2

- TOPIC: Lay Expertise and Activism
- READINGS: Epstein, Steven. 1995. "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials." *Science, Technology, & Human Values* 20(4):408-437.

Kramer, Larry. 1983. "1,112 and Counting." *New York Native*, March 17-24.

Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
-

Week 5

Tuesday, September 22

QUIZ #3

- TOPIC: Race Science – Part 1
- READING: Saini, Ch. 2 - Ch. 4 (pg. 25-70)

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
-

Week 6

Tuesday, September 29

QUIZ #4

- TOPIC: Race Science – Part 2
- READING: Saini, Ch. 5 - Ch. 7 (pg. 71-125)

Online

- Assignment #6: Read and annotate (instructions on Webcourses).

Week 7

Tuesday, October 6

QUIZ #5

- TOPIC: Race Science – Part 3
- READING: Saini, Ch. 10 - Ch. 11 (pg. 166-202)

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
 - VIDEO: Dorothy Roberts – “The Problem with Race-Based Medicine”
-

Week 8

Tuesday, October 13

QUIZ #6

- TOPIC: Race and Technology
- READINGS: Benjamin, Ruha. 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press. (Ch. 1, pg. 49-76)

Noble, Safiya Umoja. 2013. “Google Search: Hyper-visibility as Means of Rendering Black Women and Girls Invisible.” *InVisible Culture* 19.

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).
 - VIDEO: Joy Buolamwini – “How I’m Fighting Bias in Algorithms”
-

Week 9

Tuesday, October 20

MIDTERM EXAM

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).

Week 10

Tuesday, October 27

QUIZ #7

- TOPIC: Genetics and Identity – Part 1
- READING: TallBear, Ch. 1 (pg. 31-66)

Online

- Assignment #10: Proceed with writing research paper (instructions on Webcourses).
-

Week 11

Tuesday, November 3

QUIZ #8

- TOPIC: Genetics and Identity – Part 2
- READING: TallBear, Ch. 2 (pg. 67-103)

Online

- Assignment #11: Proceed with writing research paper (instructions on Webcourses).
-

Week 12

Tuesday, November 10

QUIZ #9

- TOPIC: Genetics and Identity – Part 3
- READING: TallBear, Ch. 3 (pg. 105-141)

Online

- Assignment #12: Proceed with writing research paper (instructions on Webcourses).
-

Week 13

Tuesday, November 17

QUIZ #10

- TOPIC: Science, Technology, and the Public

- **READING:** Brunson, Emily K., and Elisa J. Sobo. 2017. "Framing Childhood Vaccination in the United States: Getting Past Polarization in the Public Discourse." *Human Organization* 76:38-47.

Online

- Assignment #13: Proceed with writing research paper (instructions on Webcourses).
 - **VIDEO:** "Vaccines: Calling the Shots"
-

Week 14

Tuesday, November 24

QUIZ #11

- **TOPIC:** Technology and Tragedy
- **READING:** Black, Edwin. 2001. *IBM and the Holocaust: The Strategic Alliance Between Nazi Germany and America's Most Powerful Corporation*. Washington, D.C.: Dialog Press. (Ch. 1- Ch. 3, pg. 19-74)

Online

- Assignment #14: Proceed with writing research paper (instructions on Webcourses).
-

Week 15

Tuesday, December 1

QUIZ #12

- **TOPIC:** Science and Social Justice
- **READING:** Gandsman, Ari. 2009. "Do You Know Who You Are?": Radical Existential Doubt and Scientific Certainty in the Search for the Kidnapped Children of the Disappeared in Argentina." *Ethos* 37:441-465.

Online

- Assignment #15: Proceed with writing and final editing (instructions on Webcourses).
- **VIDEO:** "Dramatic Stories of Argentina's Stolen Children"

Finals Week

Sunday, December 6

Research Paper due by
11:59pm

Date and Time To Be Determined

FINAL EXAM

Course Syllabus

[Jump to Today](#)

 [Edit](#)

ANT 4105-0M01

“SAVING THE PLUNDERED PAST: ETHICS AND CONTROVERSY IN CONTEMPORARY ARCHAEOLOGY”



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) annotated 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 workshopped 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 \(mailto:Webcourses@UCF\)](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/) (<https://cdl.ucf.edu/support/webcourses/zoom/>) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

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

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 [\(http://sas.sdes.ucf.edu/\)](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> [_ \(http://osc.sdes.ucf.edu/process/roc\)](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> [_\(http://academicintegrity.org\)_](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> [_\(http://wpacouncil.org/node/9\)_](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 an 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=NIKYajEx4pk&feature=youtu.be) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>)



<https://www.youtube.com/watch?v=NIKYajEx4pk&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 (2006) 
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-heritage-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 Titanic |

| | | | |
|----|--------|---|--|
| | | | |
| 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), FI (2009), Congram and Sterenberg (2009) |
| 13 | 16-Nov | Archaeology as Education and Entertainment | Fagan and Rose (2003); Parker (2016); Cook Ir 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 |
| Mon Sep 7, 2020 |  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 |
| Mon Sep 14, 2020 |  Assignment 4 (Shipwreck Archaeology)
https://webcourses.ucf.edu/courses/1361019/assignments/6684759 | due by 11:59pm |
| Mon Sep 21, 2020 |  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 |
| Mon Sep 28, 2020 |  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 | |

Course Syllabus

[Jump to Today](#)

 [Edit](#)

No content. Not visible to students



ANT 4170: HOUSEHOLD ARCHAEOLOGY: THE ARCHAEOLOGY OF EVERYDAY LIFE

ANT 4170W- online course, no synchronous meetings

Household Archaeology:

The Archaeology of Everyday Life

University of Central Florida, Fall 2020

Instructor Contact:

- Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Phone: 407-823-6554
- Office Hours: 2-3 PM Tuesday and Thursday (send message on chat feature in webcourses or make an appt via email to schedule a zoom or meet in person on campus)

an appointment to schedule a Zoom or meet in person on campus,

- E-mail: brigitte.kovacevich@ucf.edu

T.A. Contact:

- T.A.: George Micheletti
- Office Hours:
- Phone: 407-823-2227
- E-mail: George.Micheletti@ucf.edu

Credit Hours: 3

Prerequisite(s): Sophomore Standing. **Corequisite(s):** None. **Prerequisite(s) or Corequisite(s):** None.

Course Catalog Description: The archaeological study of households and the everyday lives of people associated with daily activities across time and throughout the world.

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.

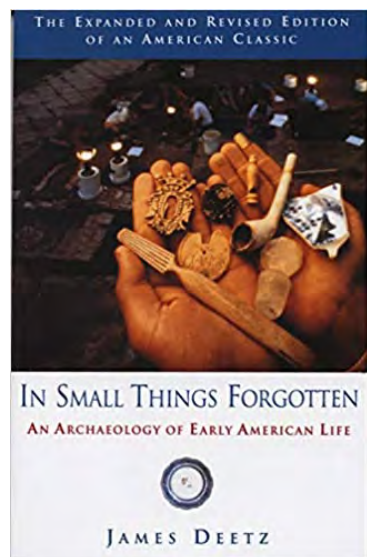
This class will try to demonstrate that the field of household archaeology has led to the development of theoretically rich and empirically substantive understandings of ancient societies. But household archaeology is not without its detractors and these detractors are often quite hostile to household

archaeology. We will also explore anti-household archaeology thought and its origins.

Books required:

Deetz, James (1977 [1996]) *In Small Things Forgotten*, Expanded/Revised Edition, Anchor Books.

(Available at the bookstore, if buying online, make sure it is expanded edition).



Arnold, Jeanne E., Anthony P. Graesch, Enzo Ragazzini, and Elinor Ochs (2012) *Life at home in the twenty-first century: 32 families open their doors*. Cotsen Institute of Archaeology Press.



https://floridapress.blog/2019/11/07/archaeology-of-domestic-landscapes-of-the-enslaved-in-the-caribbean/?fbclid=IwAR2XK-iJ9yWURFJNotBLuG62n5f_ejNH7RsPJ0s2a7En7VeyUFq35WbO_tl

https://floridapress.blog/2019/11/07/archaeology-of-domestic-landscapes-of-the-enslaved-in-the-caribbean/?fbclid=IwAR2XK-iJ9yWURFJNotBLuG62n5f_ejNH7RsPJ0s2a7En7VeyUFq35WbO_tl

To participants:

The discipline of Archaeology borrows both theory and method from many other disciplines. I encourage

The discipline of Archaeology borrows both theory and methods from many other disciplines. I encourage you to draw on your own unique background for this class. Please use this experience and the class materials to support your arguments and also be respectful of your classmates. Look for the kernel of a useful idea as well as ferreting out the problems in ideas and texts.

Course Requirements:

Students will be graded based on their scores on the following requirements:

| <u>Assessment</u> | <u>Points Possible</u> | <u>Percent of Grade</u> |
|--------------------------|-------------------------------|--------------------------------|
| | | |
| Module Assignments | 200 | 20 |
| Midterm Exam | 100 | 20 |
| Class Presentation | 100 | 20 |
| Final Exam | 100 | 20 |
| Final Paper | 100 | 20 |

| Grading Scale (%) | | |
|-------------------|--|----|
| 94-100 | | A |
| 90-93 | | A- |
| 87-89 | | B+ |
| 84-86 | | B |
| 80-83 | | B- |

| | | |
|-------|--|----|
| 77-79 | | C+ |
|-------|--|----|

| Grading Scale
(%) | | |
|----------------------|--|----|
| 74-76 | | C |
| 70-73 | | C- |
| 67-69 | | D+ |
| 64-66 | | D |
| 60-63 | | D- |
| 0 - 59 | | F |

Modules and Module Assignments- Modules and Module Assignments will open and close weekly and will correspond to the topic of class that week. Each module will be due on the Friday, please see the schedule for closing of modules below. Modules can be found on webcourses through the link on the home page and also in the tabs on the left-hand column of webcourses when you are in our course. In some cases it will be possible to turn in module assignments late, 10% will be lost for each day the assignment is late. Each module will usually consist of a discussion and written assignment, but sometimes only one will be present.

Student Presentations: This assignment will ask you to present a selected topic to the rest of the class. You will be given a list of possible topics and more explicit instructions a few weeks into the course. The presentation will be about roughly 10 minutes and can be a skit, a lecture, a debate, an interactive discussion, or the format of your choice. These presentations will take place on the last days of class. This project will serve as the basis for your final paper which will be used as your final exam. You will record the presentation and upload it for the class to view. These presentations cannot be turned in late because a peer review is necessary.

Final paper: The final paper will cover the same topic as your presentation and will be an expanded, written version of that research project. The paper will be approximately 8-10 pages, double spaced. The paper can be turned in late for a 10% penalty for each day.

Exams: Midterm and Final exams will consist of a choice of essay questions (2-3) based on readings and relevant materials. These exams will not be cumulative and will be open book and open note and completed online. The exams can be turned in late for a 10% penalty for each day.

LEARNING OUTCOMES

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.
1. 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.
1. To synthesize and evaluate work on households in a particular cultural region or time period in a final project.

ETHICAL ISSUES

Disability Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

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://youtu.be/NIKYajEx4pk) (<https://youtu.be/NIKYajEx4pk>)



<https://youtu.be/NIKYajEx4pk>

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

Academic Integrity: 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

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> [\(http://academicintegrity.org/\)](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> [\(http://wpacouncil.org/node/9\)](http://wpacouncil.org/node/9)>.

Academic Conduct Policy: 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.

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>

<https://nam02.safelinks.protection.outlook/?>

[url=https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDReturnPolicy.pdf&data=02](https%3A%2F%2Fpolicies.ucf.edu%2Fdocuments%2FPolicyEmergencyCOVIDReturnPolicy.pdf&data=02)

. 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%7CBrigitte.Kovacevich%40ucf.edu%7C7](https://nam02.safelinks.protection.outlook.com/?)

[url=https%3A%2F%2Fgoldenrule.sdes.ucf.edu%2F&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C7](https://nam02.safelinks.protection.outlook.com/?)

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

Class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

(<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
<https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=02%7C01%7CBrigitte.Kovacevich%40ucf.edu%7C739a905777654e8c15650>
)

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Preliminary Class Schedule

subject to change--see webcourses weekly modules for most up to date reading list

Week 1: Introduction- Defining the Domain of Household Archaeology

Getting Started Module

- Read the syllabus introduction to the course
- **Introduction Discussion Due Friday August 28th at 11:59 PM**

Module Week 1

- Film “The Hearth” Out of the Past Series, Annenberg CPB

Read excerpts of the following (see module for more details)

- Flannery, K. 1976. Chapter 2 in *The Early Mesoamerican Village*. Academic Press, New York. Pages 13-47.
- 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.
- Hendon, J.A. 1996. Archaeological Approaches to the Organization of Domestic Labor: Household Practice and Domestic Relations. *Annual Review of Anthropology* 25: 45-61.
- **Assignment: Reaction Paper-Why Household Archaeology?-DUE FRIDAY August 28 @11:59PM**

Week 2: Household Archaeology – Theoretical Background

Module Week 2

- 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.”
- Hodder, I and C. Cessford. 2004. Daily Practice and Social Memory at Çatalhöyük. *American Antiquity* 69(1): 17-40.
- Bourdieu, P. 1973. The Berber House in *Rules and Meaning*. Pages 98-110.
- **Discussion: How do you understand Habitus? DUE FRIDAY September 4 @11:59PM**
- **Response Paper-Practicing Practice: What is your daily practice?- DUE FRIDAY September 4 @11:59PM**

Week 3: The Marginalization of Households and Everyday Life and the Impact on Archaeology

Module Week 3

- 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.
- Robin C. 2002 Outside of Houses: The Practices of Everyday Life at Chan Nohol Belize in *Journal*

• Rubin, C. 2002. *Gender of Things: The Materiality of Everyday Life at Chan House, Belize* in *Journal of Social Archaeology* 2(2): 245-268.

- Deetz, James (1977) *In Small Things Forgotten*. Chapters 1-2
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapter 1
- **Discussion: Week 3- DUE FRIDAY Sept 11@11:59PM (<mailto:11@11:59PM>)**
- **Assignment: Do a personal inventory of your home- DUE FRIDAY Sept 11@11:59PM (<mailto:11@11:59PM>)**

Week 4: Material Agency in Archaeology

Module Week 4

- Deetz, James (1977) *In Small Things Forgotten*. Chapter 3
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapters 2 and 9
- Knappett, Carl, and Lambros Malafouris, eds. *Material agency: towards a non-anthropocentric approach*. Springer Science & Business Media, 2008.
- Olsen, Bjørnar. 2003. "Material Culture after Text: Re-Membering Things". *Norwegian Archeological Review* 36.2 (2003): 87-104.
- **Discussion: Things as persons, does your stuff make you who you are?- DUE FRIDAY Sept 18 @11:59PM**

Week 5: Public vs. Private? Male vs. Female? Implications for Household Archaeology.

Module Week 5

- Wall, Diana diZerega. 1994. *The Archaeology of Gender: Separating the Spheres in Urban America*. Plenum Press, New York and London, Chapters 1-3
- Hodder, I. (2004). Women and men at Çatalhöyük. *Scientific American*, 290(1),76-83.
- Deetz, James (1977) *In Small Things Forgotten*. Chapter 5
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapter 5
- **Discussion: Public vs. Private- What does it all mean?- DUE FRIDAY Sept 25 @11:59PM**

Week 6: The Archaeology of Food and Eating

Module Week 6

- Deetz, James (1977) *In Small Things Forgotten*. Chapter 6
- Wall, Diana diZerega. 1994. *The Archaeology of Gender: Separating the Spheres in Urban America*. Plenum Press, New York and London, Chapters 4-6

- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapters 3 and 5
- **Personal Food Diary- DUE FRIDAY OCTOBER 2 @11:59PM**
- **Summarize and critique one of the following articles-DUE FRIDAY OCTOBER 2 @11:59PM**
 - 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.
 - 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.

Week 7: What goes in must come out: Necessaries, Privies, Out Houses, and Bathrooms

OCTOBER 5

Module Week 7

- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapter 6
- Wheeler, Kathleen. 2000. View From the Outhouse: What We Can Learn From the Excavation of Privies. *Historical Archaeology*. 34(1): 1-2.

Choose one of the following:

- Stevens, Sarah C. and Margaret T. Ordonez. 2004. Fashionable and Work Shoes from a Nineteenth Century Privy. *Historical Archaeology* 39(4):9-25.
- Ordonez, Margaret T. and Linda Welter. 1998. Textiles From the Seventeenth-Century Privy at the Cross Street Back Lot Site. *Historical Archaeology*. 32(3):81-90.
- Crist, Thomas A. 2003. Babies in the Privy: Prostitution, Infanticide, and Abortion in New York City's Five Points District. *Historical Archaeology* 39(1):19-46.
- **Discussion: What can Privies tell us about the past? Due Friday October 9 @11:59 PM**
- **Midterm Exam-Due on Friday October 9 on Webcourses @ 11:59PM**

Week 8: Archaeology of Households: Social Organization, Difference, and Inequality

Module Week 8

- Deetz, James (1977) *In Small Things Forgotten*. Chapters 7-9
- Arnold et al. (2012) *Life at Home in the 21st Century*, Chapters 4 and 7

Read one of the following articles:

- Baker, H.D. 2001. Degrees of Freedom: Slavery in Mid-First Millennium B.C. Babylonia. *World Archaeology* 33(1): 18-26.
- 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.
- 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.
- **Discussion: Manifestations of dominance and resistance- DUE FRIDAY OCTOBER 16 @11:59PM**
- **Assignment: How would you look for inequality in a household setting? DUE FRIDAY OCTOBER 16 @11:59PM**

Week 9: Household Archaeology in Florida

Module Week 9

- Readings on Florida Cracker Houses-TBA
- In-person tour of cracker houses at Fort Christmas if possible, or virtual tours online
- **Response Paper: Cracker Houses- DUE FRIDAY October 23 @11:59PM**

Week 10: Archaeology of Fraternities and Sororities: The Greek Experiment

Module Week 10

- Wilkie, L. A. 1998: The Other Gender: The Archaeology of an Early 20th Century Fraternity, *Proceedings of the Society for California Archaeology* 11, pp. 7-11.
- Film Clip-*Salamanders*
- **Discussion: Can Fraternities and Sororities be considered households? DUE FRIDAY October 30@11:59PM**

- **Response Paper: Material Culture of Greek Life- DUE FRIDAY October 30@11:59PM**

Week 11: Archaeology and the “The Pompeii Premise”: Is there a true “perfect” archaeological record?

Module Week 11

- 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.
- *Pompeii: History, Life, and Afterlife*, pages 13-96
- Film: “Pompeii: Daily Life of the Ancient Romans,” Films for the Humanities and Science

Choose one of the following articles:

- 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.
- **Research topics and preliminary bibliography DUE FRIDAY November 6 @11:59PM**
- **Response Paper: The challenges of having the “perfect” archaeological record- DUE FRIDAY Nov 6 @11:59PM**

Week 12: Household Archaeology: Architecture, Sexuality, and Gender

Module Week 12

- 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.

Choose one article:

- 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.

- O'Brien, Elizabeth Barnoid. 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
- **Discussion-What can Household Archaeology tell us about Sexuality?- DUE FRIDAY Nov 13 @11:59PM**
- **Assignment: Choose one of the above articles to critique- DUE FRIDAY Nov 13 @11:59PM**

Week 13: The Archaeology of Childhood and Toys

Module Week 13

- Baxter, Jane Eva. 2008. The Archaeology of Childhood. *Annual Review of Anthropology* 37:159-175.
- Arnold et al. (2012) *Life at Home in the 21st Century*, review pp. 32-39

Choose one of the following articles to read:

- Kamp, Kathryn A. 2001. Prehistoric Children Working and Playing: A Southwestern Case Study in Learning Ceramics. in *Journal of Anthropological Research* 57(4):427-450.
- Ardren, Traci (2006) Setting the Table: Why Children and Childhood Are important in an Understanding of Ancient Mesoamerica. In *The Social Experience of Childhood in Ancient Mesoamerica*, edited by Traci Arden and Scott, Hutson, pp. 3-24. University Press of Colorado.
- Joyce, Rosemary A. 2000: Girling the girl and boyng the boy: The production of adulthood in ancient Mesoamerica. *World Archaeology* 31:473-483.
- **Discussion: Are children invisible in the archaeological record? DUE FRIDAY November 20 @11:59PM**
- **Your Favorite Toys: Make the list and check it twice!- DUE FRIDAY November 20 @11:59PM**

Week 14: Presentations and Conclusions

Module 14

- Work on Research Presentations, 10-15 minutes each

Thanksgiving Break, no assignments due

Week 15: Presentations and Conclusions







Module Week 15













- **Submit Research Presentations, 10-15 minutes each-uploaded to webcourses by Wednesday December 2nd @ 11:59 PM**
- **Online peer assessments of presentations- DUE FRIDAY December 4 @11:59PM**






*****FINAL PAPER DUE Monday, December 7th at 11:59 PM**

*****TAKE-HOME FINAL EXAM DUE Friday, December 11th at 11:59 PM**

Course Summary:

| Date | Details | |
|------------------|---|----------------|
| Fri Aug 28, 2020 |  Introduction Discussion
https://webcourses.ucf.edu/courses/1360845/assignments/6753657 | due by 11:59pm |
| Fri Aug 28, 2020 |  Week 1 Response Paper-Why do household archaeology?
https://webcourses.ucf.edu/courses/1360845/assignments/6677168 | due by 11:59pm |
| Fri Sep 4, 2020 |  How do you understand habitus?
https://webcourses.ucf.edu/courses/1360845/assignments/6754624 | due by 11:59pm |
| Fri Sep 4, 2020 |  Week 2 Response Paper-What is your daily practice?
https://webcourses.ucf.edu/courses/1360845/assignments/6677169 | due by 11:59pm |
| Fri Sep 11, 2020 |  Discussion-Week 3
https://webcourses.ucf.edu/courses/1360845/assignments/6754955 | due by 11:59pm |
| Fri Sep 11, 2020 |  Personal Inventory
https://webcourses.ucf.edu/courses/1360845/assignments/6677164 | due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| Fri Sep 18, 2020 |  Things as persons, does your stuff make you who you are?
(https://webcourses.ucf.edu/courses/1360845/assignments/6677150) | due by 11:59pm |
| Fri Sep 25, 2020 |  Public vs. Private- What does it all mean?
(https://webcourses.ucf.edu/courses/1360845/assignments/6677151) | due by 11:59pm |
| Fri Oct 2, 2020 |  Article Summary Assignment #1
(https://webcourses.ucf.edu/courses/1360845/assignments/6677153) | due by 11:59pm |
| Fri Oct 2, 2020 |  Food Diary
(https://webcourses.ucf.edu/courses/1360845/assignments/6677160) | due by 11:59pm |
| Fri Oct 9, 2020 |  Discussion Week 7-What can privies tell us about the past?
(https://webcourses.ucf.edu/courses/1360845/assignments/6755039) | due by 11:59pm |
| Fri Oct 9, 2020 |  Midterm Exam
(https://webcourses.ucf.edu/courses/1360845/assignments/6677162) | due by 11:59pm |
| Fri Oct 16, 2020 |  Discussion Week 8-Manifestations of Domination and Resistance
(https://webcourses.ucf.edu/courses/1360845/assignments/6755091) | due by 11:59pm |
| Fri Oct 16, 2020 |  How would you look for inequality in a household?
(https://webcourses.ucf.edu/courses/1360845/assignments/6677161) | due by 11:59pm |
| Fri Oct 23, 2020 |  Non-Traditional Households or 'Cracker' Houses
(https://webcourses.ucf.edu/courses/1360845/assignments/6677163) | due by 11:59pm |
| Fri Oct 30, 2020 |  Week 10 Discussion-Are Fraternities Households?
(https://webcourses.ucf.edu/courses/1360845/assignments/6755096) | due by 11:59pm |
| Fri Oct 30, 2020 |  Week 10-Material Culture of Greek Life
(https://webcourses.ucf.edu/courses/1360845/assignments/6755099) | due by 11:59pm |
| Fri Nov 6, 2020 |  Research Topics and bibliography
(https://webcourses.ucf.edu/courses/1360845/assignments/6677165) | due by 11:59pm |

| Date | Details | |
|------------------|--|----------------|
| Fri Nov 13, 2020 |  Response Paper: The challenges of having the “perfect” archaeological record
https://webcourses.ucf.edu/courses/1360845/assignments/6677166 | due by 11:59pm |
| Fri Nov 13, 2020 |  What can Household Archaeology tell us about Sexuality?
https://webcourses.ucf.edu/courses/1360845/assignments/6677152 | due by 11:59pm |
| Fri Nov 20, 2020 |  Article Summary Assignment #2
https://webcourses.ucf.edu/courses/1360845/assignments/6755179 | due by 11:59pm |
| Fri Nov 20, 2020 |  Discussion Week 13-Are Children Invisible in the Archaeological Record?
https://webcourses.ucf.edu/courses/1360845/assignments/6755188 | due by 11:59pm |
| Wed Dec 2, 2020 |  Favorite Toys
https://webcourses.ucf.edu/courses/1360845/assignments/6677157 | due by 11:59pm |
| Wed Dec 2, 2020 |  Final Research Project-Presentation
https://webcourses.ucf.edu/courses/1360845/assignments/6677159 | due by 11:59pm |
| Fri Dec 4, 2020 |  Peer Assessment of Presentations
https://webcourses.ucf.edu/courses/1360845/assignments/6755263 | due by 11:59pm |
| Mon Dec 7, 2020 |  Final Research Project-Paper
https://webcourses.ucf.edu/courses/1360845/assignments/6677158 | due by 11:59pm |
| Fri Dec 11, 2020 |  Final Exam
https://webcourses.ucf.edu/courses/1360845/assignments/6754362 | due by 11:59pm |
| |  Extra Credit
https://webcourses.ucf.edu/courses/1360845/assignments/6677154 | |
| |  Extra Credit AIA Lecture TBA
https://webcourses.ucf.edu/courses/1360845/assignments/6677156 | |

Course Syllabus

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Nutritional Anthropology

ANT 4467 (0M01) ▪ Fall 2020

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

Course Information

Course Name: Nutritional Anthropology
Course ID: ANT 4467 (0M01) / Fall 2020
Credit Hours: 3.0 hours
Location/time: Zoom Remote and Online instruction / Thursdays 3:00-4:15pm

Professor Contact

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

GTA Contact

GTA: Dylan Smith
Main Office: UCF Main Campus - Phillips Hall 309
Online Office: 407-823-2227
Online Hours: TBA via Chat
(or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

Syllabus Quick Links

- [Course Description](#)
 - [Skill development](#)
 - [Required textbook](#)
 - [Course requirements](#)
- [Course Schedule](#)
- [Evaluation and Grading](#)
- [Academic Resources](#)
- [Technical Resources](#)
- [Working in WebCourses](#)
 - [Planning your time](#)
 - [Using Zoom for Class](#)
 - [Accessibility and inclusion](#)
 - [Getting started](#)
 - [Communicating with Inbox](#)
- [COVID requirements](#)
- [Course Policies](#)
 - [Missing or late work](#)
 - [Absence accommodations](#)
 - [Respect for diversity](#)
 - [Academic integrity](#)
 - [Study groups](#)
 - [Campus emergencies](#)

University Catalog Description

Psychological, biological, social, cultural, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, ecological, and evolutionary. **Prerequisite:** ANT 2511 or C.I.

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

What is this course about?

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

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

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

What skills will I develop in this course?

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

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

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

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

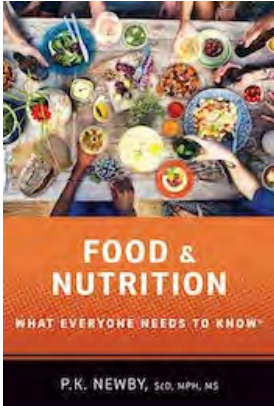
- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.

- Participate in discussion and problem solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

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

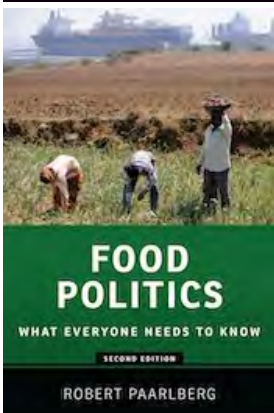
NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



Food and Nutrition: What Everyone Needs to Know

Author: P.K. Newby
 Edition: 1st
 Year: 2018
 Publisher: Oxford University Press
 ISBN: 9780190846633

Available in paperback and eTextbook formats



Food Politics: What Everyone Needs to Know

Author: R. Paarlberg
 Edition: 2nd
 Year: 2013
 Publisher: Oxford University Press
 ISBN: 978-0199322381

Available in paperback and eTextbook formats

What is WebCourses@UCF?

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

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

How should I plan my course work schedule?

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

During the next 15 weeks of the Fall 2020 term, you should expect to spend around **three hours of class time each week with online lectures, assigned media, participating in class discussion and completing assignments.** You should also plan on setting aside at least **three hours each week to complete your assigned reading and taking and reviewing your notes.** This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-level course. All due dates for assignments, quizzes and exams are located in your calendar and in the schedule at the end of this syllabus.

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

How does Zoom remote instruction work?

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

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

Things to Know About Zoom Access and Class Conduct

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

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu/) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>)), phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

What are the course requirements?

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

- submit responses in a university-required academic activity to start the course;
- attend Zoom class and participate in discussion on Thursdays from 3:00-4:15 PM
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 13 of 15 Quizzes (two lowest scores are dropped);
- submit 5 of 6 Activity assignments (lowest score dropped);
- submit 3 Response Papers (short experience review format);
- submit 3 online exams.

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

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

How do I get started in the course?

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

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

How will I be evaluated and graded?

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

| Assessment: | Points Possible | % Final Grade |
|-------------------------------------|-----------------|---------------|
| Required (1) & Class Activities (5) | 60 | 20% |
| Quizzes (13) | 130 | 20% |
| Response Papers (3) | 60 | 20% |
| Exams (3) | 300 | 40% |
| <i>Total Possible</i> | <i>550</i> | <i>100%</i> |

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

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected and you will receive full credit for completing the activity. **This score cannot be dropped from your Activities grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 13 of the 15 quizzes** located in the learning modules. **WebCourses will automatically drop the two lowest scores from the 15 possible grades.**
- **Class Activities:** These short activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. **You are required to participate in and submit 5 of the 6 activity assignments** described in the learning modules. **WebCourses will automatically drop the lowest scores from the 6 possible grades.**
- **Response Papers:** These assignments are designed around your critical evaluation of food research, food experiences, and food access and how these topics relate to materials covered in the course and peer-reviewed scholarly journal articles. **You are required to submit all 3 Response Paper assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, examples, and historical and current understandings in nutritional anthropology presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to write and submit all 3 exams online.**

Many students take advantage of the dropped grades for their quizzes at the very start, but you never know when you might need to miss a due date later in the course. It is **your responsibility to keep track of the number of quizzes and activities you have submitted** using the 'Grades' button in the menu on the left.

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

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

Incomplete grades for this course are only given in situations where **unexpected and documented medical, family or catastrophic emergencies prevent an enrolled student in good standing** from completing the remaining work. Your

instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

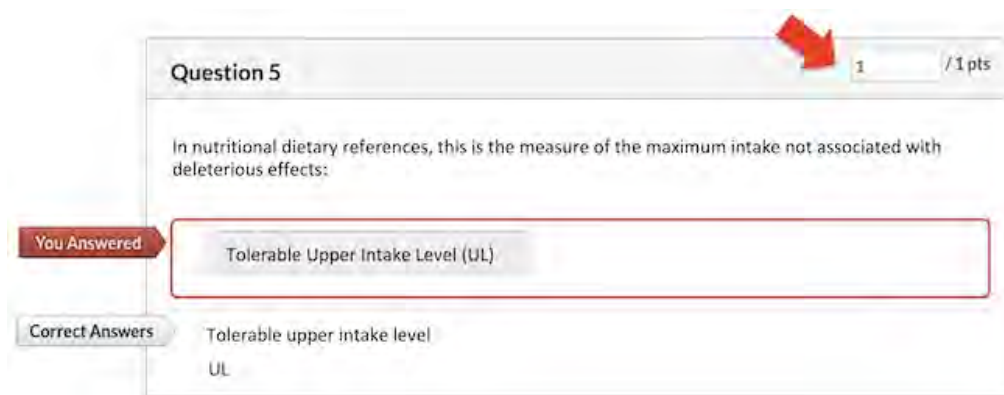
How do I view my grades?

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

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

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

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



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

What if I miss a quiz, assignment, or exam due date?

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

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

- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their

assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to **notify their instructor** as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** (<https://scs.sdes.ucf.edu/services/>) with appropriate documentation to obtain a courtesy class absence notification letter for online, mixed-mode and face-to-face courses.

- If you find yourself in a situation where you are **going to miss an exam due date**, you must **notify your instructor** as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for authorized absences?

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

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

What are the COVID-related requirements at UCF?

University-Wide Face-Covering Policy

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

Changes to Course Modality

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

Illness Notifications

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

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

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

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

What academic resources are available to me?

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

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

How is respect for diversity and inclusion maintained?

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

This course will be conducted in a way that respects **all aspects of diversity** [\(http://www.diversity.ucf.edu/\)](http://www.diversity.ucf.edu/). The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online discussions and forfeit their grade for those discussions**.

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

How is academic integrity maintained?

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

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

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

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

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

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

As reflected in the UCF Creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. I, and your GTA, will also adhere to these standards, so please **do not ask us to change (or expect us to change) your grade illegitimately** by bending rules that would benefit your grade, or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). We will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

How can I use study groups and external materials responsibly?

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

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

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

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

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

During this course you might also encounter public online services and/or software applications, such as blogs or wikis. While some of these might be related to required assignments or course materials, **you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates.** Where appropriate you may use a pseudonym or nickname. If you have any concerns about this, please contact me or GTA for assistance.

Why should I use WebCourses Email Inbox?

Our **official mode of communication is the secure WebCourses Email Inbox system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me 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 instructor, between student and 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 unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all course materials are supplied online and all

assignments will be submitted and graded through WebCourses. At a minimum, you will need:

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

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

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

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

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

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

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

What do I do if there is a campus emergency?

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

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











What is my course lecture and assignment schedule?

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

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

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

Course Summary:

| Date | Details | |
|------------------|---|----------------|
| Fri Aug 28, 2020 |  REQUIRED ACTIVITY: Dig In!
(https://webcourses.ucf.edu/courses/1357215/assignments/6794427) | due by 11:59pm |
| Mon Aug 31, 2020 |  QUIZ 1: A New Taste
(https://webcourses.ucf.edu/courses/1357215/assignments/6794429) | due by 11:59pm |
| Wed Sep 2, 2020 |  ACTIVITY 1: Advertising Nutrition
(https://webcourses.ucf.edu/courses/1357215/assignments/6794436) | due by 11:59pm |
| Mon Sep 7, 2020 |  QUIZ 2: Edible or Not
(https://webcourses.ucf.edu/courses/1357215/assignments/6794431) | due by 11:59pm |
| Mon Sep 14, 2020 |  QUIZ 3: Nutritional Life
(https://webcourses.ucf.edu/courses/1357215/assignments/6796808) | due by 11:59pm |
| Fri Sep 18, 2020 |  RESPONSE PAPER 1: Journal / Article Review (https://webcourses.ucf.edu/courses/1357215/assignments/6794442) | due by 11:59pm |
| Mon Sep 21, 2020 |  QUIZ 4: Good Stomach
(https://webcourses.ucf.edu/courses/1357215/assignments/6794424) | due by 11:59pm |
| Wed Sep 23, 2020 |  ACTIVITY 2: Questing for Food
(https://webcourses.ucf.edu/courses/1357215/assignments/6794437) | due by 11:59pm |
| Sun Sep 27, 2020 |  EXAM 1 (https://webcourses.ucf.edu/courses/1357215/assignments/6794426) | due by 11:59pm |
| Mon Sep 28, 2020 |  QUIZ 5: Forage to Farm
(https://webcourses.ucf.edu/courses/1357215/assignments/6794421) | due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| Mon Oct 5, 2020 |  QUIZ 6: Adapt Foods and People
(https://webcourses.ucf.edu/courses/1357215/assignments/6794418) | due by 11:59pm |
| Mon Oct 12, 2020 |  QUIZ 7: Commensal Feast
(https://webcourses.ucf.edu/courses/1357215/assignments/6794417) | due by 11:59pm |
| Fri Oct 16, 2020 |  RESPONSE PAPER 2: Commensal Experience
(https://webcourses.ucf.edu/courses/1357215/assignments/6794443) | due by 11:59pm |
| Mon Oct 19, 2020 |  QUIZ 8: Define Cuisine
(https://webcourses.ucf.edu/courses/1357215/assignments/6794430) | due by 11:59pm |
| Wed Oct 21, 2020 |  ACTIVITY 3: Characteristics of Cuisine
(https://webcourses.ucf.edu/courses/1357215/assignments/6794438) | due by 11:59pm |
| Mon Oct 26, 2020 |  QUIZ 9: Commercial Gastronomy
(https://webcourses.ucf.edu/courses/1357215/assignments/6794433) | due by 11:59pm |
| Sun Nov 1, 2020 |  EXAM 2
(https://webcourses.ucf.edu/courses/1357215/assignments/6794434) | due by 11:59pm |
| Mon Nov 2, 2020 |  QUIZ 10: Industry and Brand
(https://webcourses.ucf.edu/courses/1357215/assignments/6794428) | due by 11:59pm |
| Wed Nov 4, 2020 |  ACTIVITY 4: Branding Taste Test
(https://webcourses.ucf.edu/courses/1357215/assignments/6794439) | due by 11:59pm |
| Mon Nov 9, 2020 |  QUIZ 11: Food Policy
(https://webcourses.ucf.edu/courses/1357215/assignments/6794423) | due by 11:59pm |
| Wed Nov 11, 2020 |  ACTIVITY 5: Whack-A-Lobbyist
(https://webcourses.ucf.edu/courses/1357215/assignments/6794440) | due by 11:59pm |
| Mon Nov 16, 2020 |  QUIZ 12: Scarcity and Surplus
(https://webcourses.ucf.edu/courses/1357215/assignments/6794432) | due by 11:59pm |
| Fri Nov 20, 2020 |  RESPONSE PAPER 3: Food (In)Security
(https://webcourses.ucf.edu/courses/1357215/assignments/6794444) | due by 11:59pm |
| Mon Nov 23, 2020 |  QUIZ 13: Global/Local Value
(https://webcourses.ucf.edu/courses/1357215/assignments/6794444) | due by 11:59pm |

| Date | Details | |
|------------------|---|----------------|
| | /assignments/6794420 | |
| Wed Nov 25, 2020 |  ACTIVITY 6: Farm to Table
https://webcourses.ucf.edu/courses/1357215/assignments/6794441 | due by 11:59pm |
| Mon Nov 30, 2020 |  QUIZ 14: Big Food Pharma
https://webcourses.ucf.edu/courses/1357215/assignments/6794419 | due by 11:59pm |
| Sun Dec 6, 2020 |  QUIZ 15: Future Foods
https://webcourses.ucf.edu/courses/1357215/assignments/6794422 | due by 11:59pm |
| Thu Dec 10, 2020 |  EXAM 3 (https://webcourses.ucf.edu/courses/1357215/assignments/6794435) | due by 11:59pm |

ANT4483: Health and Healing in the Ancient World An Anthropological Perspective



Department of Anthropology, College of Sciences, University of Florida

Department of Anthropology, College of Sciences, University of Florida

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|---------------|---|----------------------|---------------------------------|
| Instructor: | Dr. J. Marla Toyne | Course Designation: | ANT 4483-0M01 |
| Office: | HPH 409R | Semester: | FALL 2020 |
| Phone: | (407) 823-1927 | Class Meeting Days: | Tues/Thurs
MIXED Mode (V1) |
| E-Mail: | j.marla.toyne@ucf.edu | Class Meeting Hours: | Tuesday 1:30-2:45pm ZOOM |
| Website: | https://sciences.ucf.edu/anthropology/people/toyne-marla/ | Class Location: | ZOOM
and Webcourses. |
| Office Hours: | Tuesdays 3 to 5pm via ZOOM or
appointment via ZOOM | | |

I. Welcome!

This undergraduate level course explores the concepts of health and healing practices in ancient cultures.

II. University Course Catalog Description

This course is an introduction to the history of healing in the human past and how archaeologists can determine patterns and changes over time in how people evaluated disease and helped each other survive.

III. Course Overview

Many of the “facts” of daily life in the contemporary industrialized world, such as long life spans and low mortality rates, are recent developments in medical practice; they do not characterize the human experience for most of our species’ existence. This course will use the tools of bioarchaeology (combination of biological anthropology (osteology) and archaeology) to investigate demography, health, and disease in the ancient world, including the broad historical consequences that change in these factors created. We will discuss the concept of health in the ancient world through examples of different archaeological cultures from around the world. As a class, we will discuss the evidence of how ancient peoples conceptualized disease, and in turn, how they contended with illnesses and trauma; how they developed the healing 'arts' into medical treatments. Class readings will address health interventions through early written medical texts, tomb art, ancient technology, and human remains. Students will also learn about theoretical approaches to health in anthropology, including readings on life history, embodiment, care, disability, and identity studies.

IV. Course Objectives

In this course, students will

- 1) Explore how bioarchaeologists access health and healing in past cultures – What is the evidence? How do our bodies contain clues to our lived experience?
- 2) Develop working definitions for the main concepts of health, disease, care, medicine
- 3) Identify the evidence for the earliest medical practices and discuss why this is an important human behavior
- 4) Reconstruct major shifts in human health and healing practices over time in connection with significant cultural changes (i.e., social complexity, empire building, colonialism)
- 5) Consider comparative analogies of traditional/historical healers for treatment of disease conditions in the past
- 6) Be able to review published literature and evaluate case studies as evidence for larger cultural processes

V. Course Prerequisites

Courses prerequisites include Introductory Anthropology courses (ANT2511 or ANT2410 or ANT2000) or sophomore standing. Or permission of instructor.

VI. Course Credits

3 credit hours.

VII. Course Requirements

This course will include live and online lectures, online pages, and readings that explore diverse aspects of health and healing in past human societies. The course will include weekly online assignments, periodic review exams, and an “in class” presentation. Attendance is expected and will significantly improve student success.

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

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at [<https://cdl.ucf.edu/support/webcourses/zoom/>](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**.
- For your laptop/desktop computer, you will **need a webcam and voice audio** set up, and sufficient bandwidth to display live streaming. If you do not have these materials, please contact the professor.
- The Zoom sessions are **recorded**. If you miss a meeting, recordings will be made available upon request.
- Students are **expected to participate regularly** in Zoom class discussions, including asking questions, responding to prompts, polls, and discussions. Students will use the **raise the**

hand feature, and questions included in the chat may be addressed at the end of class if there is time.

- **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](mailto:Webcourses@UCF.Support) at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

VIII. Student Success:

This is my goal. This is a MIXED MODE (V1) course. There are **ZOOM online synchronous “real time” meetings with lectures and interactive discussions**, and we will have **online learning activities and sources of information to guide you via Webcourses**. So this is an exciting opportunity to do a lot of things, IF you come to online classes prepared having 1) done the weekly readings, 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week. Attendance for class is essential for acquiring the necessary knowledge. Online activities help prepare you with reviews, pages, online powerpoint topical lectures, and opportunities to explore additional topics and ideas in discussion groups. If you have any questions about the course, communication is key.

Recommendations for Success:

- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the **SYLLABUS first**. If you cannot find the answer to your question, then you have the option of ZOOMING to office hours to discuss with the professor or sending an email.
- 2) You must use your [knights.ucf.edu email account](mailto:knights.ucf.edu) for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.
- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary.
- 5) If you would like to meet with me and absolutely cannot make my office hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

IX. Readings: RECOMMENDED Texts and Materials. ALL are available via digital sources.

The required readings will serve as the main material for the course and will be supplemented by recommended readings and discussions in class.

- King, H. (editor). 2005. *Health in antiquity*. New York: Routledge. (**KING 2005 CH#**)
- Supplementary readings in PDFs available via Library resources or Webcourses.
 - Recommended: Roberts, C., & Manchester, K. (2007). *The archaeology of disease*. 3rd edition. Ithaca: Cornell University Press.

X. Evaluation and Grade Dissemination

Graded assessments will be weighted in this course.

Student Evaluation

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| Quizzes (X10) | 10% |
| Discussions (X10) | 10% |
| Midterms (X2) | 40% |
| Presentation (in class) | 20% |

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| Final Exam | 20% |
| Total: | 100% |

Grade Scale (+/- system is used in this course)

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|-----------|-----------|-----------|----------------|
| A 95-100% | B+ 87-89% | C+ 77-79% | D 60-69% |
| A- 90-94% | B 84-86% | C 74-76% | F 59% or below |
| B- 80-83% | C- 70-73% | | |

Grade Dissemination

Quizzes, discussions, assignments, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Gradebook function of Webcourses. Please note that scores returned mid-semester are unofficial grades. NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

XI. Class Assignments

QUIZZES will occur weekly online based on required readings. These are comprehension **multiple choice** and **short answer questions** based on weekly readings and review questions available in Webcourses module introduction pages.

DISCUSSIONS are weekly **post** and **reply** activities based on specific readings or topics meant to compare and synthesize weekly topics and overarching themes. These may involve FINDING a new article to share and compare with the class. These are academic posts and should be written in clear sentences and include proper grammar and language.

MIDTERM EXAMS: Review questions will be provided to the students one week before online class exams. Exams will include multi-choice, definitions, and short answer questions, as well as longer written answers based on readings and class discussions. Review questions will involve providing the student with a specific topic and research question related to course material. These are NOT open-book exams.

Student PRESENTATIONS: Each student will be responsible for preparing a topic for presentation based on a selected reading (a list will be provided and students select) and leading a discussion during the last week(s) of the course.

FINAL EXAM: This will be a take home cumulative essay exam that includes essay questions based on prepared selected topics and readings from the entire semester.

XII. Required Statement Regarding COVID-19

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

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

(<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

In Case of Faculty Illness

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

XIII. Policies

| Topic | Policy |
|--|---|
| <p>Contacting the professor</p> | <p>In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.</p> <p><u>Please REMEMBER:</u> Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 2 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these ZOOM office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.</p> <p>If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4483 in the subject heading and do not forget to include your name in the email so I know who you are. You can generally expect a response</p> |

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| | <p>within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.</p> <p>Also check Webcourses for common questions asked and their answers via the discussion boards.</p> |
| Webcourses@UCF | <p>This is a MIXED MODE (V1) course. ALL course materials and assignments can be accessed through the UCF on-line software, Webcourses@UCF. Live synchronous lectures will also take place via ZOOM during our schedule class time.</p> <p>Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in weekly module introduction pages, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.</p> |
| Accessing On-line Course Content | <p>You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.</p> |
| Grading and evaluation | <p>Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF.</p> |
| Attendance and Participation | <p>Attendance is important for your success in this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able.</p> <p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting; please be respectful and polite to your classmates.</p> |
| Course Etiquette | <ul style="list-style-type: none"> • Be on time. If you are late entering the ZOOM meeting or need to leave during ZOOM, please do so quietly with the least amount of disruption as possible. Consistent lateness or disappearance will be noted and could impact your performance. • Cell phones will be turned off and put away during class. No texting. No messaging. No internet. UNLESS we determine that specific apps are necessary for class use. • Find a quiet place to attend class, with limited background noise. Best practice is to use headphones with audio/micro features if possible to cut down on ambient noise. • Video and audio are expected to be turned on during class. You can mute yourself during lecture but makes sure to unmute when you raise your hand for questions and answers. • If you are having internet or connectivity issues, please let the professor know as soon as possible. • Avoid using zoom backgrounds. Unless you are in a very busy or distracting location. These backgrounds can be just as busy and distracting for all of us. They add to Zoom fatigue. • Use the Raise your hand feature to participate in questions and answers. Chat can be used to set up questions if we have time to discuss them. But |

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| | <p>live questions are best.</p> <ul style="list-style-type: none"> • While computers/laptops are necessary for ONLINE class, they are for taking notes. Turn OFF notifications. Please refrain from surfing the web, checking your email, FaceBooking, or instant messaging as this is very distracting and disrespectful to your professor and those around. Remember, your classmates can see everything on your screen! Improper behavior will not be tolerated and may result in a referral to the Office of Student Conduct. Please, do not ruin everyone’s learning experience. • Be polite, please. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another, their opinions, and the diverse issues and topics that will be presented. • Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board. • Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to online assignments, discussions, and exams as well. |
| <p>Deadlines and Make-ups</p> | <p>There are accommodations for make-ups for online quizzes, discussions, or assignments. The deadlines are provided and accessible with anticipation. You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the assignment. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation <u>prior</u> to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.</p> |
| <p>Late Work Policy and Grades of ‘Incomplete’</p> | <p>Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. Late assignments will be subject to a Late penalty of 5% per calendar day, including: non-class days, holidays and weekends.</p> <p>Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation <u>in advance</u> to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at</p> |

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| | <p><http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>.</p> <p>An alternative assignment or make up exam may be offered.
 Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.</p> <p>The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.</p> |
| <p>ACCESSIBILITY STATEMENT</p> | <p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371) to talk about academic accommodations.</p> <p>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. Contact the professor if you have any concerns.</p> |
| <p>Academic integrity</p> | <p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. The UCF Rules of Conduct apply to all UCF students - http://osc.sdes.ucf.edu/process/roc.</p> <p>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</p> <ol style="list-style-type: none"> 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. Unauthorized 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 |

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| | <p>limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.</p> <ol style="list-style-type: none"> 4. Falsifying or misrepresenting the student’s own academic work. 5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. The UCF definition of Plagiarism is available here (https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) and YOU are responsible for understanding it. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. 8. 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 <i>only</i> 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 <i>anyone</i> without the separate written approval of the instructor. <p>For more information about Academic Integrity, consult the International Center for Academic Integrity
<http://academicintegrity.org>.</p> <p>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>.</p> |
| <p>Academic Conduct</p> | <p>Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i> <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.</p> |
| <p>Campus Safety Statement</p> | <p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • 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> (click on link from menu on left). |

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| | <ul style="list-style-type: none"> To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>). |
| Deployed Active Duty Military Students Statement | Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements. |
| University Writing Center | This is an upper level course. My expectation is that you have experience writing academically and that you will work to improve your written work. However, if you need it, The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu , stop by MOD 608, or call 407.823.2197. |
| Discrimination | I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action. |
| Copyright | This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder. |
| Third-Party Software and FERPA | During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor. |

XIV. Important Dates to Remember

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

Drop/Swap Deadline: August 28th

Withdrawal Deadline: October 20th
Thanksgiving and online afterwards: November 25th

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| Disclaimer | Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage. |
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XV. PROPOSED WEEKLY SCHEDULE (over the course of 15 weeks) *may changes slightly

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

| WEEK | Dates | Topic | Assignment |
|-------------|--------------------|---|---------------------------|
| 1 | Aug 25
Aug 27 | Introduction: Finding illness: how do bioarchaeologists study health? | Q1;
D1 |
| 2 | Sept 1
Sept 3 | Body, disease, and society: Where does the body begin and end? | Q2;
D2 |
| 3 | Sept 8
Sept 10 | Long lives or short parties: How has human longevity increased? | Q3;
D3 |
| 4 | Sept 15
Sept 17 | Bioarchaeology of Care: Interpreting disability | Q4;
D4 |
| 5 | Sept 22
Sept 24 | Broken bones fixed: Trauma in the skeleton | Q5;
D5 |
| 6 | Sept 29
Oct 1 | Cutting edge: Why do so many Peruvians have an extra hole in their modified heads? | MIDTERM
ONLINE |
| 7 | Oct 6
Oct 8 | The Right tools: what is the archaeological evidence for medical practice? | Q6;
D6 |
| 8 | Oct 13
Oct 15 | Powerful Plants, Poop, and Traditional Medicines | Q7;
D7 |
| 9 | Oct 20
Oct 22 | Tooth or no-tooth: Dental care and nutrition: How much has dentistry changed? | Q8;
D8 |
| 10 | Oct 27
Oct 29 | Occupational Stress: How did a person's job wear them out? | Article Select |
| 11 | Nov 3
Nov 5 | Practitioners and Places: Is the doctor in? Who were responsible for healing? | MIDTERM
ONLINE |
| 12 | Nov 10
Nov 12 | Infectious disease: Did Columbus bring syphilis to the New World? | Q9;
D9 |
| 13 | Nov 17
Nov 19 | Plagues and peoples: Understanding susceptibility during epidemics and how did they change the world? Or what are we doing wrong right now? | Q10;
D10 |
| 14 | Nov 24
Nov 26 | Student Presentations | ONLINE; |
| 15 | Dec 1 | Disease and Village, State, Colony and Empire: An Introduction to game-changers | D11 |
| 16 | Dec 8 | FINAL EXAM | |



Forensic Anthropology

ANT 4521 (0W61) • 3 credit hours

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

Fall 2020 • 3.0 Credit Hours • Fully Online Due to UCF's Policy on COVID-19

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769
Hours: Fridays 1-3pm in Chat for online office hours and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistants (GTA) Contact

GTAs: Kat Lane and Caroline Jasiak
Contact: TBA in Chat for online office hours; Inbox and on Discussion Board in Webcourses

University Catalogue Description

The study of human skeletal remains in relation to a legal context. Prerequisite(s): One of the following; ANT 2511, CHS 3501, any 4000 level Criminal Justice class, or C.I.

Course Description

This course will emphasize the role of forensic anthropology within broader forensic investigations of death. Forensic anthropologists study the human skeleton, and forensic anthropology is an applied subfield of biological anthropology that uses methods developed in skeletal biology and forensic science towards issues of medicolegal significance. You will be presented with an overview of the techniques that forensic anthropologists use in the laboratory for human identification and trauma analysis. Proficiency in forensic anthropology techniques will not be taught.

We will explore these various topics through lectures, assigned readings, class discussions and films. Your final grade will be assessed through your performance on assignments and exams. The syllabus may be modified as determined by your professor. All changes will be announced in class or on Webcourses.

Please note: this course will be delivered asynchronously, meaning you will work through the materials at your own pace with fixed due dates for assignments, quizzes and exams. You will not need to log on to Webourses to meet with me and the class at a scheduled time, all work will be completed on your own with respect to set due dates.

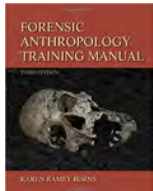
Learning Objectives

By the end of this course you will:

- Explain how forensic anthropology grew as a discipline.
- Understand the basic skeletal methods used by forensic anthropologists.
- Evaluate the role of forensic anthropology within broader forensic investigations of death.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic anthropology.

Required Text (psst... there isn't one!)

There are **NO REQUIRED TEXTS** for this course. I will provide you required readings electronically on Webcourses. Woo! However, if you are interested in this subject, I recommend the *Forensic Anthropology Training Manual* 3rd Edition, by Karen Ramey Burns but it is **not required** for this course.



Forensic Anthropology Training Manual

Author: Karen Ramey Burns

Publisher: Routledge

Year: 2013

ISBN: 978- 0205022595 (paperback)

Recommended Resources

Professional Organizations

American Association of Forensic Science: <https://www.aafs.org/>

American Board of Forensic Anthropology: <http://theabfa.org/>

Defense POW/MIA Accounting Agency (DPAA): <https://www.dpaa.mil/>

Orange County Medical Examiner's Office:

[https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx -.XR0IuHt7nUI](https://www.orangecountyfl.net/FamiliesHealthSocialSvcs/MedicalExaminer/MedicalExaminersOffice.aspx-.XR0IuHt7nUI)

Indiana State Coroners Training Board: <https://www.in.gov/ctb/>

Florida UnIdentified Decedents DataBase (FLUIDDB): <http://fluiddb.com/>

Forensic Anthropology Research Facilities

Applied Anatomical Research Center (AARC)-Sam Houston State University:

<https://www.shsu.edu/centers/aarc/>

Forensic Anthropology Center (FAC)-University of Tennessee: <https://fac.utk.edu/>

Forensic Anthropology Research Facility (FARF)-Texas State University San Marcos:

<https://www.txstate.edu/anthropology/facts/labs/farf.html>

Forensic Investigation Research Station (FIRS)-Colorado Mesa University:

<https://www.coloradomesa.edu/forensic-investigation-research-station/index.html>

Forensic Osteology Reseach Center (FOREST)-Western Carolina University:

<https://www.wcu.edu/learn/departments-schools-colleges/cas/social-sciences/anthsoc/foranth/forensic-anthro-facilities.aspx>

Forensic Research Outdoor Station (FROST)-Northern Michigan University: <https://www.nmu.edu/frost/home>

The Secure Site for Research in Thanatology (SSRT)-Université du Québec à Trois-Rivières:

<https://nationalpost.com/news/canada/canadas-first-body-farm-to-open-in-quebec-and-people-are-already-signing-up-to-be-donors>

University of South Florida/IFAAS FORT (Facility for Outdoor Research & Training): <http://forensics.usf.edu/>

Grading Scale (+/- letter grades)

| | | | | | | | |
|----|---------|----|--------|----|--------|---|--------|
| A | 94-100% | B+ | 87-89% | C+ | 77-79% | D | 60-69% |
| A- | 90-93% | B | 84-86% | C | 70-76% | F | >59% |
| | | B- | 80-83% | | | | |

Important Things

This course is a requirement for some Criminal Justice certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

| Assignment | Percent | Description |
|----------------------|---------|--|
| Case Study Responses | 20% | Complete 4 of 6 posted responses to case studies in forensic anthropology |
| Investigate This! | 10% | Complete 4 of 6 written exercises investigating various topics in forensic anthropology |
| Quizzes | 10% | Complete 2 online quizzes; you will not be able to make up these quizzes if you miss class |
| Exams | 60% | Complete 3 online exams made up of true/false, multiple choice, fill-in-the-blank, short answer questions |

Attendance: This course has been modified to be a **fully online course** due to changes instated by UCF in response to COVID-19. As such you are expected to **log in every weekday** to complete the assigned online activities.

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 6 posted Case Studies, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will **receive a zero** for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All responses will be run through TurnItIn.com, so make sure you **turn in your own work in your own words**.

Investigate This!: Choose 4 of 6 posted written exercises relating to investigating topics in forensic anthropology. Although there are 6 posted Investigate This assignments, you are only required to turn in **4** of these. You may choose any **4** you like, but you **must turn in each online by their respective due dates**. If you skip an Investigate This! assignment, you will **receive a zero** for that assignment. The Grade book will automatically **drop the lowest two scores** when calculating your final 'Investigate This' grade. These all have different due dates so keep track (also see section on make-up work)!

Quizzes: There will be **2 online quizzes** made up of multiple choice, true/false, and fill-in-the-blank questions. There are no make ups for these quizzes so make sure you are in class on those days (also see section on make-up work)!

Exams: There are **3 online exams** in this course. Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions and are based on all the material presented in class and online. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.; also see section on make-up work). **The Final Exam (Exam 3) is scheduled during the final week of classes.**

What About Make-Up Work?

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.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services:** <https://scs.sdes.ucf.edu/services/>

It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This Online Course?

Online learning is not for everyone; some people may not be able to manage learning in a course that does not fully meet face-to-face. Online learning requires planning and disciplined self-pacing to be successful in this learning environment. You should definitely check out the [UCF Knights Online](#) resource to find out how to be a successful online student! I highly recommend treating this course like a regular face-to-face lecture course, as this will help in keeping up with the posted modules each week. As such, **module content, quizzes and exams are paced like a regular face-to-face course with fixed due dates throughout the semester.** Also, as long as you have an internet connection, it won't matter if there is a zombie apocalypse, you will still be able to do your work!

If you are a **UCF Online student**, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|---|--|--|---|
| <ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes due by 11:59pm Assignments due by 11:59pm | <ul style="list-style-type: none"> Start review of module pages | <ul style="list-style-type: none"> Read required readings | <ul style="list-style-type: none"> Watch any video or media in modules Review reading and notes | <ul style="list-style-type: none"> Review posted lectures | <ul style="list-style-type: none"> Quizzes and exams open at 8am Pop in during online office hours 1-3pm | <ul style="list-style-type: none"> Dance |

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

This course begins on **MONDAY AUG 24** and ends on **FRIDAY AUG 28**. The **Final Exam (Exam 3)** is scheduled during Final's Week. Over the course of this semester, you will be expected to:

- Listen to all audio lectures and complete online content
- Read and watch all posted materials
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). This is to provide you with a regularly paced online work environment. All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

Important Things

First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses and quizzes, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4521 or Forensic Anthropology** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

This course is supplemented with materials posted on Webcourses, so it is important to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY!** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Academic Integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for more information. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your assignment or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class, on the Discussion boards, assignments or other areas of the classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety (if you are 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.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Student Accessibility Services

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.

Deployed Active Duty Military Students

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

Religious Observances

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

Copyright

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

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

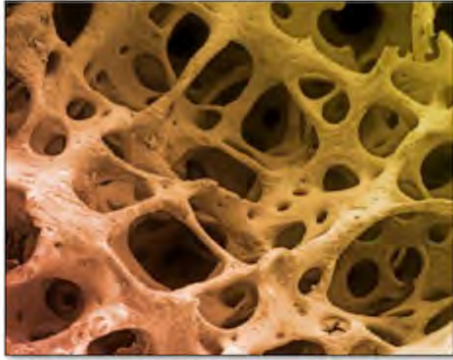
Course Schedule and Required Readings

Changes to the lecture, assignment schedules and occasionally readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates and required readings can be found in the table below.

| Module | Topic and Readings | Due Dates |
|---|--|---|
| Module 1 | Introduction to Forensic Anthropology
Read: <ul style="list-style-type: none"> • A history of forensic anthropology. DH Ubelaker. • Cadaver use at the University of Tennessee’s Anthropological Research Facility. Shirley et al. • Joint POW/MIA Accounting Command’s Central Identification Laboratory. Holland et al. | Getting Started Quiz due AUG 28
Investigate This 1! SEP 6
Case Study 1 due SEP 6 |
| Module 2 | Osteology and Terminology
Read: <ul style="list-style-type: none"> • Collecting skeletal remains. Dupras et al. • Review chapters 2-11 in optional text • Use class notes | Quiz 1 due SEP 13 |
| Module 3 | Non-Forensic Skeletal Remains
Read: <ul style="list-style-type: none"> • Determining the forensic significance of human remains. JJ Schultz. • A comparative taphonomic analysis of 24 trophy skulls from modern forensic cases. Yucha et al. • Review chapters 12, 16 in optional text | Investigate This 2! SEP 20
Case Study 2 due SEP 20 |
| Exam 1 (Available Online at 8am on FRIDAY SEP 25 and closes at 11:59pm EST on SUNDAY SEP 27) | | |
| Module 4 | Organizations & Death Investigation Systems
Read: <ul style="list-style-type: none"> • The forensic anthropology laboratory in a medical examiner setting. Austin and Fulginiti. • Evidentiary standards for forensic anthropology. Christensen and Crowder • Review relevant pages in chapter 14 in optional text | |
| Module 5 | Initial Examination & Forensic Anthropology Reports
Read: <ul style="list-style-type: none"> • The working forensic anthropology laboratory. Walsh-Haney et al. • Posted articles in Webcourses | Investigate This 3! OCT 4
Case Study 3 due OCT 4 |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> Review relevant pages in chapters 3, 8, 13, 14 in optional text | |
| Module 6 | Developing a Biological Profile
Read: <ul style="list-style-type: none"> Posted articles in Webcourses Review relevant pages in chapters 3, 4, 8, 13, 14 in optional text | |
| Exam 2 (Available Online at 8am on FRIDAY OCT 30 and closes at 11:59pm EST on SUNDAY NOV 1) | | |
| Module 7 | Trauma
Read: <ul style="list-style-type: none"> Posted articles in Webcourses Review relevant pages in chapter 13 in optional text | Investigate This 4! OCT 25
Case Study 4 due OCT 25
Quiz 2 due NOV 15 |
| Module 8 | Personal Identification
Read: <ul style="list-style-type: none"> Posted articles in Webcourses Review relevant pages in chapter 13 in optional text | Investigate This 5! NOV 15
Case Study 5 due NOV 15 |
| Module 9 | Forensic Taphonomy
Read: <ul style="list-style-type: none"> Posted articles in Webcourses | Investigate This 6! DEC 6
Case Study 6 due DEC 6 |
| Module 10 | Cremations & Memorialization
Read: <ul style="list-style-type: none"> Posted articles in Webcourses | |
| Exam 3 (Available Online at 8am on MONDAY DEC 7 and closes at 11:59pm EST on FRIDAY DEC 11) | | |

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.



Birth to Death:

Anthropological Perspectives on Human Growth

ANT 4560(0M01) • 3 credit hours

Dept of Anthropology • College of Sciences • UCF

Fall 2020 • 3.0 Credit Hours • Online in Zoom on Wednesdays 12:30-2:30pm

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall, 309F (UCF Main Campus); 407-823-3769
Hours: Fridays 10am-12pm in Chat for online office hours and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses; please allow 24-48 hours response time on weekdays

Graduate Teaching Assistants (GTA) Contact

GTA's: Kat Lane and Caroline Jasiak
Contact: TBA in Chat for online office hours; Inbox and on Discussion Board in Webcourses

University Catalogue Description

Evolutionary, ecological, historical and cultural perspectives on human growth, maturation, and aging.
Prerequisite(s): ANT 2511 or C.I.

Course Description

This course examines key issues in growth and development throughout the human life course, from conception until old age. An anthropological perspective encompasses the genetic, socio-cultural, and ecological determinants of human growth using a biocultural approach. A biocultural approach is one that emphasizes the impact human culture has on our biology and our bodies. This semester, we will discuss the various methods used to study human growth and explore these in more detail in the required lab exercises. We will also address the principles of growth as it relates to hormones, soft tissues, and skeletal and dental development throughout the life course, and how growth may be disrupted by intrinsic and/or extrinsic factors. Finally, we will explore issues of aging and senescence and how all these factors influence and shape public health measures.

Topics to be covered will include:

- The history and development of growth studies in anthropology
- Methodology employed to study human growth
- Evolutionary theory and human growth patterns
- Basic principles of human growth and development from conception through adulthood
- Growth during the various life stages
- Cross-cultural patterns of human growth
- Secular trends in human growth and development through time
- Public health measures related to growth and development

Learning Objectives

By the end of this course you will be able to:

- Understand how evolutionary theory can address questions about human growth and development
- Synthesize how multiple factors (biological, sociocultural, etc.) converge throughout the life course to generate differential health and well-being

- Apply collected human growth data to illustrate individual and group differences in human growth patterns
- Assess the various standards used in growth research for their appropriate applications in public health

Course Format and Requirements

Due to COVID this a **mixed mode course** will be held **online** and can be accessed through Webcourses@UCF or the [myUCF](#) portal. **We will meet in ZOOM on WEDNESDAYS; all other course content is posted online in the modules.** The modules may consist of supplemental lecture materials, links to websites, podcasts, and/or videos. The modules also contain materials to help you study the readings as well as information to help you complete your assignments and exams. The ZOOM format will be lecture/discussion. You are responsible for **all** material presented in class and on Webcourses.

This course format requires you to have reliable access to the Internet.

To do well in this course, you will need to:

- Check Webcourses regularly and keep up with the modules
- Attend all scheduled ZOOM sessions and participate in class discussions
- Attend all scheduled labs and complete the required assignments by their due dates
- Complete a research paper and present it via ZOOM by their due dates
- Complete three exams by their due dates

Zoom Sessions

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/>]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

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

Required Text (psst... there isn't one!)

There is **no required textbook** for this course. You will have many required readings, however I will provide you all readings electronically (.pdf's or weblinks) to you in the course modules. You are welcome!

Grading Scale (+/- letter grades)

| | | | | | | | |
|----|---------|----|--------|----|--------|---|--------------|
| A | 94-100% | B+ | 87-89% | C+ | 77-79% | D | 60-69% |
| A- | 90-93% | B | 84-86% | C | 70-76% | F | 59% or below |
| | | B- | 80-83% | | | | |

Many programs require you to earn a “C” or better for this course to count towards your degree. Lucky for you, I don’t assign C-!

Student Evaluation

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

| Assignment | Percent | Description |
|---------------------------------|---------|---|
| Attendance & participation | - | Attendance and active participation during course meeting times |
| Quizzes | 20% | Module quizzes on lecture, readings and media |
| Lab Exercises (3) | 20% | Labs on human growth methods, data collection and analysis |
| Research paper and presentation | 20% | Paper and presentation in ZOOM on approved topic relating to human growth and/or issues in growth studies |
| Exams (3) | 40% | True/false, multiple choice, definition, short answer format |

Attendance and participation: Log in! Trust me, you'll get more out of the course if you log in to ZOOM during the scheduled meeting times. I expect everyone to participate in class discussions and activities as much as possible.

Quizzes: Each module has a quiz at the end based on all the materials presented in that module. Quizzes are **online** and are made up of true/false, multiple choice, and fill-in-the-blank questions. Quizzes are worth 20% of your final grade.

Lab exercises: You will have **three VIRTUAL labs** relating to human growth studies. You will be provided instructions to collect the data needed to complete these labs. The labs will build on the lectures presented in class and prepare you for the next topics so it is important to attend and actively participate. You may work with a lab partner/s in class to complete the lab activities and required written portion, however each student will turn in his/her own original work in your own words. See below for statement on cheating and plagiarism. Labs are due the following week unless otherwise noted. There will be **no make-ups** for lab activities without proper documentation. If you miss a lab you will be given an alternate assignment (likely a short research paper) to complete. Lab assignments are worth 20% of your final grade.

Research paper and presentation: You will write a 8- to 10-page research paper on an approved topic relating to human growth research. Your research paper will form the basis of your presentation you will give to the class at the end of the term. Your paper should address a problem, methodology, or you can highlight a NGO working on issues relating to human growth and health. You will first have a [topic approved](#) by me, followed by an [outline](#), and then your [final paper](#). This is to ensure you are keeping on track with your paper and that I can help you if you get stuck. Your [presentation](#) will consist of a 5-minute presentation (PowerPoint or similar) highlighting the major findings in your research paper. The presentation will be followed by a brief question period. Your final research presentations will take place **in ZOOM on Wednesday, November 25** and if needed, **December 2**. You are expected to be present and fully participate in both sessions. More details about your paper and presentation can be found by accessing the [Assignments](#) button. The topic, outline, research paper and presentation are worth 20% of your final grade.

Exams: There are **three** exams in this course. Exams will be **taken online** and are based on readings, lectures and any other materials presented in class and in the modules. Exams will consist of true/false, multiple choice, definitions, and short essay questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note etc.). Exams are worth 40% of your final grade. The final exam is not cumulative and will be scheduled during finals week.

What About Make-Up Work?

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.

Make-up assignments, quizzes or exams may be given in extreme circumstances such as the birth/arrival of a new baby (hey, there have been several little Knights born!), bereavement, catastrophe, hurricanes, pan-Internet virus, etc. Please note that the make-up quiz/exam/assignment may be different than the original quiz/exam/assignment. Out-of-town vacations, trips, mild colds, computer malfunctions, power outages, World War Z, and other similar circumstances **do not** qualify as extreme. If you experience an **exceptional family emergency** or other circumstance that affects your coursework and/or causes you to miss multiple assignments or exams, let me know as soon as possible **and** contact **Student Care Services**: <https://scs.sdes.ucf.edu/services/>
It is your responsibility to contact me. I can't help you unless I know there is a problem.

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

What is the Weekly Schedule?

The following table provides the **weekly cycle of work that you are expected to complete** for this class. The due dates are firm (unless otherwise noted) but this is just a suggestion how to allocate your time reading and completing assignments throughout the week:

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|--|--|--|---|
| <ul style="list-style-type: none"> Exams (3) close by 11:59pm Quizzes due by 11:59pm Assignments due by 11:59pm | <ul style="list-style-type: none"> Start review of module pages | <ul style="list-style-type: none"> Read required readings | <ul style="list-style-type: none"> Meet in ZOOM for class!! | <ul style="list-style-type: none"> Review posted lectures Read required readings | <ul style="list-style-type: none"> Quizzes and exams open at 8am Pop in during online office hours | <ul style="list-style-type: none"> Dance |

UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures! You should be logging into your 'W' courses every weekday, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

This course begins on **MONDAY AUG 24** and ends on **FRIDAY AUG 28**. The **Final Exam (Exam 3)** is scheduled during Final's Week. Over the course of this semester, you will be expected to:

- Listen to all audio lectures and complete online content
- Read and watch all posted materials
- Complete all assignments and exams by their due dates
- Log into Webcourses regularly-I can see when you log in and how long you look at your Webcourses class

Modules will open regularly and all quizzes, assignments, and exams are due on specific dates throughout the course (see schedule below). All quizzes, exams and assignments **will be submitted online**. No paper! Save the trees!

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT 4560M** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST COMPLETE THE [GETTING STARTED ACTIVITY BY FRIDAY](#)**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Required Statements Regarding COVID-19

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Course Accessibility and Disability COVID-19 Supplemental Statement

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

Academic Responsibility and Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, quizzes and exams on time and in a professional manner!

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

I will also adhere to the highest standards of academic integrity, so please do not ask me to change or expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone. This is particularly the case when it comes to final grades.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students in class or on the Discussion boards,

assignments or other areas of the online classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety (if you are 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.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Student Accessibility Services

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.

Deployed Active Duty Military Students

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

Religious Observances

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

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly**

reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates and required readings can be found in the table below.

ANT4560 Required Readings and Due Dates, Fall 2020

| Module | Topic | Required Readings and Due Dates |
|----------|---------------------------|--|
| Module 1 | Growth and Growth Studies | <ul style="list-style-type: none"> Bogin B. 1999. Introduction. <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 1-17. Himes JH. Why study child growth and maturation? <i>Methods in Human Growth Research</i>. Cambridge: Cambridge University Press, pg 3-26. https://theconversation.com/child-malnutrition-lessons-from-the-victorian-age-142093 <p>QUZ 1: Due SEP 6</p> |
| Module 2 | History of Growth Studies | <ul style="list-style-type: none"> Bogin B. 1999. Background to the study of human growth (Ch 1). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 18-53. Lapl M. 2012. Saltation and stasis. In: Cameron N and Bogin B (eds.) <i>Human Growth and Development</i>, 2nd ed. New York: Academic Press. pg 415-434. Tanner JM. 1998. A brief history of the study of human growth. In: Ulijaszek SJ et al. (eds.) <i>The Cambridge encyclopedia of human growth and development</i>. Cambridge: Cambridge University Press. pg 3-12 <p>QUIZ 2: Due SEP 13</p> |
| Module 3 | Measuring Growth | <ul style="list-style-type: none"> Bogin B. 1999. Basic principles of human growth (Ch 2). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 54-97. Bogin B, Varela-Silva M. 2010. Leg length, body proportion, and health: A review with a note on beauty. <i>Intl J of Environmental Research and Public Health</i> 7:10447-75. |

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|---|---------------------------------|---|
| | | <ul style="list-style-type: none"> • Johnston F. 1998. Anthropometry. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 26-29. • Cole TJ. 1998. The use of growth references. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 80-83. <p>QUIZ 3: Due SEP 20
LAB 1: Due SEP 20</p> |
| Module 4 | Evolution of Human Growth | <ul style="list-style-type: none"> • Bogin B. 1999. The evolution of human growth (Ch 3). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 98-152. • Rosenberg K. and Trevathan W. 2001. The evolution of human birth. <i>Scientific American</i> p.80-85. • Trevathan W. 2010. Welcome to the world (Ch 5). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 90-107. <p>QUIZ 4: Due SEP 27</p> |
| Exam 1 (available online from 8:00am, FRIDAY SEP 25 to 11:59pm on SUNDAY SEP 27, 2020) | | |
| Module 5 | Prenatal Growth and Development | <ul style="list-style-type: none"> • Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 153-173) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 153-173. • Trevathan W. 2010. Staying pregnant (Ch 4). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 75-89. • O'Rahilly R and Müller F. 1998. Developmental morphology of the embryo and fetus. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 161-162. <p>QUIZ 5: Due OCT 11
LAB 2: Due OCT 11</p> |
| Module 6 | Infancy and Breastfeeding | <ul style="list-style-type: none"> • Trevathan W. 2010. The greasy, helpless, one-hour-old human newborn (Ch 6). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 108-121. • Trevathan W. 2010. Women are defined by their breasts (Ch 7). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 122-144. <p>QUIZ 6: Due OCT 18</p> |
| Module 7 | Growth in Infancy and Childhood | <ul style="list-style-type: none"> • Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pg 173-201). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 173-201. • Grantham-McGregor et al. 2007. Developmental potential in the first 5 years for children in developing countries. <i>The Lancet</i> 368(9555): 60-70. • Lejarraga H. 2012. Growth in infancy and childhood: A pediatric approach (Ch. 2). <i>Human Growth and Development, 2nd Ed</i>. London: Academic Press, pg 23-56 |

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| | | QUIZ 7: Due OCT 25 |
| Module 8 | Adolescence and Puberty | <ul style="list-style-type: none"> • Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 201-217) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 201-217. • Hauspie R and Roelants M. 2012. Adolescent growth (Ch. 3). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 57-80. • Ellison PT and Reiches MW. 2012. Puberty (Ch. 4). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 81-108. QUIZ 8: Due NOV 1 |
| Exam 2 (available online from 8:00am, FRIDAY OCT 30 to 11:59pm on SUNDAY NOV 1, 2020) | | |
| Module 9 | Genetic and Endocrine Control of Growth | <ul style="list-style-type: none"> • Bogin B. 1999. Genetic and endocrine regulation of human growth (Ch 7). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 329-386. QUIZ 9: Due NOV 15
Lab 3: Due NOV 15 |
| Research Presentations in ZOOM NOV 18, from 12:30 to 2:30pm | | |
| Module 10 | Factors Influencing Growth | <ul style="list-style-type: none"> • Bogin B. 1999. Environmental factors influencing growth (Ch 6) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 268-328. • Norgan NG, Bogin B, Cameron N. 2012. Nutrition and growth (Ch. 6). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 123-152. • Steckel RH. 2012. Social and economic effects on growth (Ch. 9). <i>Human Growth and Development</i>, 2nd Ed. London: Academic Press, pg 225-244. QUIZ 10: Due NOV 22 |
| Module 11 | Adulthood and Senescence | <ul style="list-style-type: none"> • Bogin B. 1999. Evolution of the human life cycle (Ch 4; Pages 217-224) in <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 217-224. • Trevathan W. 2010. If reproduction is what it's all about, why does it stop? (Ch 9). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 156-170. • Trevathan W. 2010. What good are old women? Quite a lot, thank you (Ch 10). <i>Ancient Bodies, Modern Lives: How Evolution Has Shaped Women's Health</i>. Oxford: Oxford University Press, pg 171-184. • Brown D. 2010. Life span: Aging and senescence (Ch 10). <i>Human Biological Diversity</i>. Boston: Prentice Hall, pg 181-200. QUIZ 11: Due NOV 29 |
| Research Presentations if needed to finish, in ZOOM DEC 2, from 12:30 to 2:30pm | | |
| Module 12 | Changing Human Growth Patterns | <ul style="list-style-type: none"> • Bogin B. 1999. Growth variation in living human populations (Ch 5). <i>Patterns of Human Growth</i>, 2nd Ed. Cambridge: Cambridge University Press, pg 225-267. |

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|---|--|---|
| | | <ul style="list-style-type: none"> • Lindgren G. 1998. Changing human growth patterns. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 380-386. • Goodman AH. 1998. Skeletal growth and time of agricultural intensification. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 387-389. • Floud R. 1998. Physical growth during industrialization. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 391-392. • Ulijaszek S. 1998. Modernization and growth. In: Ulijaszek SJ et al (eds) <i>The Cambridge Encyclopedia of Human Growth and Development</i>. Cambridge: Cambridge University Press, pg 402-403. <p>QUIZ 12: Due DEC 6</p> |
| <p>Exam 3 (available online from 8:00am, MONDAY DEC 7 to 11:59pm on FRIDAY DEC 11, 2020)</p> | | |

*Schedule and readings subject to change as needed by your instructor. I will announce any changes to the syllabus on Webcourses.



ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

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

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

Course Prerequisites

None

Required Text and Articles

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

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

Basis for Final Grade

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

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

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

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

Course Policies

Academic Integrity and Student Conduct

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

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

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

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

Course Accessibility

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

professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Course Accessibility and Disability COVID-19 Supplemental Statement

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

COVID-19 and Illness Notification

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

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

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

In Case of Faculty Illness

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

Potential Changes to Course Modality

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

Notifications in Case of Changes to Course Modality

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

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

Electronic Device Policy

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

Campus Safety

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

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

Accommodations for Active Duty Military Students

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

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

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

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

Updates and Notifications

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

Obtaining Notes for Missed Lectures

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

Grades of "Incomplete"

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

Course Schedule

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

| Week | Day | Date | Topic
Assignments Due | Reading Assignments |
|------|-----|------------|---|--|
| 1 | W | Aug.
26 | What is GIS
IN PERSON: Cohort 1

Course Introduction, What is GIS, Syllabus Quiz,
Introduction to GIS Lab

ASSIGNMENT: Syllabus Quiz due Fri. Aug. 28th, 3pm | Bolstad pp. 1-23

Wheatley and Gillings pp. 1-21 |
| 2 | W | Sept.
2 | GIS Projects – Continue Lab
IN PERSON: Cohort 2

Classroom session with GIS Examples from Class and
Continued Introduction to GIS Lab

ASSIGNMENT: GIS Examples for Class (One in your
 discipline, one outside it, and a project idea) | Wheatley and Gillings pp. 23-59;

Bolstad pp. 168-191; 373-419;
 617-634

For additional explanation on
topics in Wheatley and Gillings
see: Bolstad pp. 27-167. |
| 3 | W | Sept
9 | Data Collection, Surveys, Surveying
IN PERSON: Cohort 1

Classroom session and
GIS Data Lab

ASSIGNMENT: Introduction to GIS Lab Due, Wednesday
 Sept 9 at start of class | Wheatley and Gillings pp. 59-87

Bolstad pp. 331-365; 299-326

For additional information on
GPS and surveying see: Bolstad
pp. 201-237. |

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

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

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

Article Bibliography

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2015 Personalizing the Viewshed: Visibility Analysis from the Human Perspective. *Applied Geography* 62:1-7.
- Reibel, Michael
2007 Geographic Information Systems and Spatial Data Processing in Demography: a Review. *Population Research Policy Review* 26:601-618.
- Sui, Daniel
2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.
- Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler
2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.
- Wright, Henry T.
1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.

ANT4932-20Fall 0M01

Digital Anthropology

Fall 2020 Syllabus

Instructor Information

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

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

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

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

Catalog Description

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

Required Texts

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

Course Description

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

My Approach to Mixed-Mode Teaching

This course has face-to-face and online components, typically referred to as mixed mode. We will utilize the face-to-face portion to further refine the methodological lessons (e.g., tutorials). The online

component will be satisfied with assignments submitted via WebCourses. The COVID-19 pandemic may necessitate moving the entire course online. See the COVID-19 statements at the end of this syllabus for more details.

GroupMe Policy

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

Student Learning Objectives

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

Grading

Grades will be determined from the following:

| | |
|---------------------|--------------------|
| Anatomy Project | 2 possible points |
| Four Multipart Labs | 80 possible points |
| Semester Project | 18 possible points |

Breakdown of Grading

Anatomy of a Digital Anthropology Project: Students will view a 5 minute video created by the instructor and write a 1 page paper answer a series of questions. The video uses three of the methods examined in this course.

Total Points: 2

Four Multipart Labs: Labs will use materials prepared by the instructor, with class time dedicated to Q&A. Each lab is worth 20 points and will require weekly deliverables. Paired readings demonstrate the unique ways anthropologists apply digital technologies to the exploration of culture in the past, present, and future. See below for a detailed description of the labs. Instructional materials will be posted 1 week prior to class Q&A. If the course shifts to fully online, we will utilize Zoom for the Q&A portion.

Total Points: 80

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

Total Points: 18

In-Depth Lab Descriptions

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

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

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

Lab 3: Visual Anthropology (Weeks 8-10) - Ethnography remains the principle methodology employed by cultural anthropologists, but it requires novel adjustments when ported to the digital domain. The exercises in this lab represent explorations of how to do digital ethnography. Readings will explore topics related to ethnography in virtual worlds, how this impacts anthropological ethics, and the use of visual culture to both explain and elicit information about the digital. These topics also correspond to the methods explored. The first week will explore ways of transferring traditional ethnographic

practices to digital contexts (e.g., virtual worlds, social media). The second week forces students to articulate the ethics of conducting and reporting on such work. The final week examines how digital technologies have transformed visual anthropology and includes instructional materials on the production of consumable media (e.g., digital storytelling).

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

Course Grading Scale

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

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

Extra Credit Opportunities

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

Late Assignment Policy

All assignments will be submitted via WebCourses. If a student is going to be late, they should contact the instructor as soon as they know. If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up work *provided* they supply appropriate documentation explaining the delay. Otherwise, late assignments can be turned in with a 5%/day penalty. Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

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

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

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

Semester Calendar

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

Week 1: Aug 24 - 28

Topic: Course Intro

Readings: None

Assignment: Syllabus Quiz; Anatomy of a Digital Anthropology Project

Week 2: Aug 31 - Sep 4

Topic: Politics of Open Source Software

Readings:

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

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

Assignments: Counter-Mapping and Open Source GIS Part 1 (Intro to QGIS)

Week 3: Sep 7 - 11

Topic: Counter-Mapping

Readings:

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

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

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

Week 4: Sep 14 - 18

Topic: Sharing Your Maps

Readings:

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

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

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

Week 5: Sep 21 - 25

Topic: New Heritage

Readings:

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

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

Assignments: New Heritage Part 1 (Basics of Blender)

Week 6: Sep 28 - Oct 2

Topic: Documenting Objects in 3D

Readings:

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

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

Assignments: New Heritage Part 2 (Meshroom or Metashape)

Week 7: Oct 5 - 9

Topic: Remixing New Heritage

Readings:

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

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

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

Week 8: Oct 12 - 16

Topic: Ethnography and Social Media

Readings:

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

Miller, Daniel. 2012. Social Networking Sites. In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, pp. 146-164. London: Berg.

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

Week 9: Oct 19 - 23

Topic: Visual Anthropology

Readings:

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

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

Assignments: Visual Anthropology Part 2 (Script)

Week 10: Oct 26 - 30

Topic: Digital Storytelling

Readings:

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

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

Assignments: Visual Anthropology Part 3 (Digital Storytelling Video)

Week 11: Nov 2 - 6

Topic: User Experience Research Part 1

Readings:

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

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

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

Assignments: User Experience Research Part 1 (Expert Review)

Week 12: Nov 9 - 13

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

Readings:

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

[external site.](#))

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

Assignments: User Experience Research Part 2 (Prototyping)

Week 13: Nov 16 - 20

Topic: User Experience Research Part 3

Readings:

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

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

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

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

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

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

Assignments: User Experience Research Part 3 (Critique)

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

Topic: Work on Semester Projects

Readings: None

Assignments: Semester Project Statement of Intent

Week 15: Nov 30 - Dec 4

Topic: Work on Semester Projects

Readings: None

Assignments: None

Week 16: Dec 7 - 11

Topic: Semester Projects Due

Assignments: Final Paper; Class Presentation

Important UCF Dates for Fall 2020

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

August 28, 2020 - Drop/Swap Deadline

August 28, 2020 - Add Deadline

October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com \(Links to an external site.\)](https://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.

Non-Academic Services and Resources

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of ConductLinks to an external site.](#) According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

Course Accessibility Statement

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

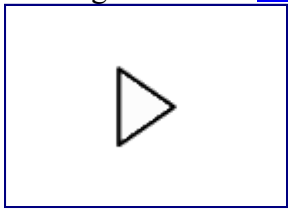
Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html[Links to an external site.](#)
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/workplacesafety.html>Links to an external site. (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.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."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

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

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

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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

ANT4941-20Fall 0001

Ocala National Forest Archaeology Internship

Fall 2020 Syllabus

Instructor Information

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

Office: Phillips Hall, 311C

Email: Use WebCourses Mail

Office Hours: By appointment (via WebCourses and/or Zoom)

Catalog Description

Field experience in an appropriate educational setting under the direction of a supervising teacher and/or university supervisor.

Required Texts

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

Course Description

The Ocala National Forest, in partnership with the UCF Department of Anthropology seeks students to serve as archaeology interns for the Fall 2020 semester. This internship is managed by Dr. Edward González-Tennant. Interns will gain experience conducting shovel test pit (STP) surveys, documenting looting to assist law enforcement, update records for National Register of Historic Places (NRHP) sites, learn to document historical structures, and participate in mapping previously unrecorded prehistoric mounds. Skills learned as a part of this internship are highly valued in the cultural resources management industry and by state and federal agencies. This is a face-to-face internship meeting at various locations in the forest each Friday beginning 9/4/2020 (excepting UCF holidays). COVID-related safety measures will be observed at all times. Archaeology fieldwork normally consists of social distancing, and for those portions that do not (e.g., morning briefings) students will wear masks and remain 6' apart. Students must have their own transportation and are expected to drive to the various locations (1-1.5 hours from UCF Main Campus) each Friday. Finally, archaeological fieldwork can be physically intensive and all participants will complete a Field Research Health Form prior to acceptance.

Student Learning Objectives

- Students will learn the practical differences between Phase I, II, and III archaeological field projects.
- Students will increase their understanding and appreciation of the discipline of archaeology as practiced in North American contexts, with particularly emphasis on cultural resources management, contract archaeology, and federal agencies.

- Students will develop skills related to a variety of field methods and techniques.
- Students will learn to evaluate archaeological data in its field context and relation to local archaeological and historical knowledge.
- Students will learn about updated records associated with previously documented heritage resources.
- Students will learn about documenting new heritage resources for the Florida Master Site File.
- Students will learn how to document historic architectural resources by creating measured drawing of extant buildings.

Clothing, Field Equipment, and Supplies

Early Fall semester months are hot in Florida, all the more so when digging under the sun. Please bring light, loose summer clothing. Everyone should wear long pants and appropriate tops (e.g., no tank tops). Bring at least two liters of water, and more if you can. Bring sufficient insect repellent, sunscreen, hat, and any prescription or over-the-counter medications you take on a routine or daily basis. Notify the instructor if you will be bringing medication to the field.

Bring a lunch. Pack whatever you like, but we will not have access to a kitchen or other facilities most days.

Bathroom breaks are allowed, but toilet facilities may not be present. Students will respect one another's need to relieve themselves. No jokes, peeking, or other inappropriate behavior will be tolerated. Failure to follow this will result in immediate dismissal and failure of the course.

Shovels, screens, GPS units, walkie talkies, and forms will be provided. You may wish to purchase the following equipment to begin building your own “dig kit”: compass (orienteeing style; liquid filled, with azimuth ring); folding rule (metric); tape measure (3 meters; locking; metric); root clippers; line level (spirit level); camera (film or digital, for personal use).

Social Media Posting Policy

Students are encouraged to take photos and share them with one another and/or via social media sites. Please, use #UCFONF when posting them. DO NOT post photos of sensitive features. This includes geotagged photos of excavations. If in doubt, ask the instructor.

Grading

Grades will be determined from the following:

| | |
|-----------------------|--------------------|
| Participation | 30 possible points |
| Field Journal & Forms | 60 possible points |
| Final Paper | 10 possible points |

Total possible points 100 (each point earned = 1% point)

Breakdown of Grading

Participation: Students will be graded on their timeliness arriving at the field site each week. Repeated and excessive lateness will result in a reduction of points. Students will not miss fieldwork without appropriate documentation. Each missed day will result in a 10% reduction of your grade. Students will behave respectfully towards one another, the instruction, and USFS staff. Failure to do so will result in a warning, and repeated unprofessional behavior will result in point reductions.

Field Journal: Students will correctly fill out forms related to fieldwork. Forms and instructions will be provided in the field. Students will also submit a narrative description of their daily experiences via WebCourses. Failure to do so will result in point reductions.

Final Paper: Depending on the number of credit hours, students will write between 2 and 6 pages for a final reflection paper. Details will be provided during the semester and students will have up to two weeks to complete this assignment.

Course Grading Scale

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

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

Extra Credit Opportunities

There are no extra credit opportunities in this course.

Sexual Harassment and Sexual Violence Statement

It is the policy of UCF to provide a productive and comfortable environment for its students, faculty, and staff, free from harassment or intimidation that is connected to offensive sexual or discriminatory conduct. All participants in this internship have rights and protection under the law. This internship has a ZERO TOLERANCE policy for sexual harassment and/or sexual violence. Sexual assault is a criminal offense and should be reported to the local law enforcement authorities as well as a [Title IX officer at UCFLinks to an external site.](#) All participants will abide by Section 703 of Title VII of the 1964 Civil Rights Act, which states:

"Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such

individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (emphasis is ours).”

Unwanted sexual advances are not the only form of harassment, as the previous quote makes clear. Offensive jokes and comments are also capable of interfering with healthy fieldwork cultures, even if the speaker does not intend a harmful impact.

Reporting Complaints - Muckle (2014) makes the point that multiple clear lines of reporting should be available, and preferably with both male and female authorities available so that no female crew member, for example, is required to report a complaint about sexual harassment, assault, or offensive work environment to a male on the project, and vice versa. If you do not feel comfortable reporting to Dr. González-Tennant, please report to Dr. Sandra Wheeler (Sandra.Wheeler@ucf.edu).

Finally, all participants in this internship agree with the following:

- Participants will not tell sexually explicit jokes or use sexually explicit language.
- Participants will avoid inappropriate touching of other employees.
- Participants will only refer to one another professionally and by name.
- Participants will not discuss a co-worker with fellow employees in a sexual manner.
- Students will not wear clothing containing sexual images or statements.

Contacting the Instructor

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

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Addressing Me

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

Semester Calendar

Week 1: Aug 24 - 28

Topic: Introduction

Assignment: [Week 1 Quiz](#)

Readings: [Muckle, Robert J. \(2014\), On Sexual Harassment and Abuse in Archaeology. *The SAA Archaeological Record*, pp. 32-33. \(Links to an external site.\)](#)

Week 2: Aug 31 - Sep 4

Topic: Fieldwork Week 1

Assignment: [Field Journal 1](#)

Week 3: Sep 7 - 11

Topic: Fieldwork Week 2

Assignment: [Field Journal 2](#)

Week 4: Sep 14 - 18

Topic: Fieldwork Week 3

Assignment: [Field Journal 3](#)

Week 5: Sep 21 - 25

Topic: Fieldwork Week 4

Assignment: [Field Journal 4](#)

Week 6: Sep 28 - Oct 2

Topic: Fieldwork Week 5

Assignment: [Field Journal 5](#)

Week 7: Oct 5 - 9

Topic: Fieldwork Week 6

Assignment: [Field Journal 6](#)

Week 8: Oct 12 - 16

Topic: Fieldwork Week 7

Assignment: [Field Journal 7](#)

Week 9: Oct 19 - 23

Topic: Fieldwork Week 8

Assignment: [Field Journal 8](#)

Week 10: Oct 26 - 30

Topic: Fieldwork Week 9

Assignment: [Field Journal 9](#)

Week 11: Nov 2 - 6

Topic: Fieldwork Week 10

Assignment: [Field Journal 10](#)

Week 12: Nov 9 - 13

Topic: Fieldwork Week 11

Assignment: [Field Journal 11](#)

Week 13: Nov 16 - 20

Topic: Fieldwork Week 12

Assignment: [Field Journal 12](#)

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

Topic: None

Week 15: Nov 30 - Dec 4

Topic: Work on Final Paper

Readings: TBD

Week 16: Dec 7 - 11

Topic: Submit Final Paper

Assignment: [Final Paper](#)

Important UCF Dates for Fall 2020

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

August 28, 2020 - Drop/Swap Deadline

August 28, 2020 - Add Deadline

October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)[Links to an external site.](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#) [\(Links to an external site.\)](#). For more information about plagiarism and misuse of sources, see ["Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#) [\(Links to an external site.\)"](#).

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). [Links to an external site.](#) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>[Links to an external site.](#).

Course Accessibility Statement

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

Campus Safety Statement

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

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

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

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

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

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

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

Notifications in Case of Changes to Course Modality

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

COVID-19 and Illness Notification

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

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

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

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

In Case of Faculty Illness

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