



ANG5094: Writing in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2020</i>
Office:	<i>Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>W</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>6:00pm – 8:50pm</i> <i>April 22nd 7:00–9:50pm</i>
Website:	<i>Canvas</i>	Class Location:	<i>HPH 409M</i>
Office Hours:	<i>Dr. Branting Th 3:15-5:00 or by appointment</i>	TA:	
		TA email:	

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

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

Course Prerequisites

None

Required Text and Articles

There are four required books:

- Lamott, Anne. (1994) *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor.
- Clark, R.P. (2008) *Writing Tools: 55 Essential Strategies for Every Writer*. New York: Little Brown Spark.
- King, S. (2002) *On Writing*. New York: Simon and Schuster.
- Zinsser, W. (2006) *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Harper.

Additional 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.

You are not required to purchase suggested readings. Those are purely suggestions and not required.

Basis for Final Grade

Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 12%), editing and critique of your colleague's intermediary products (20%), book presentations in finals week (10%), editing and critiquing a colleague's final product during week 14 (10%), your final CV (10%), and a syllabus quiz (1%). Failure to hand in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the book presentation, workshopping, or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Student – CV	Week 5	10%	10
Workshopping – product 1	By Friday at 5pm on Week 5 or 6 (depending your group)	12%	12
Workshopping – product 2	By Friday at 5pm on Week 7 or 8 (depending your group)	12%	12
Workshopping – editing	In assigned classes	20%	20
Final Product	April 1 st , 2020 at start of the class period (6:00pm)	25%	25
Peer-Review Session	Week 14	10%	10
Book Presentations	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. Penalties for plagiarism or cheating 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://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

Both I and 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 (SAS)

<<http://sas.sdes.ucf.edu/>> (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.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) 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 form 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. 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 and will not be permitted to use devices in class from that point forward. 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. Please be aware of your surroundings and familiar with 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/workplacesafety.html>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to 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>).

For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me 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 or if you are representing the university in an authorized event or activity, 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.

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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.

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This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments Bold = Required <i>Bold Italic = Recommended</i> Normal = Suggested
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3	W	Jan. 22	Curriculum Vitae Branting CV – Workshopped ASSIGNMENT: Draft CV Due Friday Jan 24 by 5pm	Branting CVs Articles TBD
4	W	Jan. 29	Argument Development Workshop – Students Curriculum Vitae	Belcher Chapter 2 – 3
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10	W	Mar. 11	SPRING BREAK NO CLASS	
11	W	Mar. 18	Writing Session and open review	
12	W	Mar. 25	Writing Session and open review	
13	W	Apr. 1	FINAL ASSIGNMENT DUE AT START OF CLASS Wednesday Apr 1 Writing Session and open review	
14	W	Apr. 8	Peer-Review Session	
15	W	Apr. 15	Book Presentation Preparation	

Finals	W	Apr. 22	*Note Different Time: 7:00pm – 9:50pm Book Presentations	
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Bibliography

Straub, Richard

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

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14	W	Apr. 8	Peer-Review Session (Meeting during class hours on Zoom via forthcoming webcourses invite)	
15	W	Apr. 15	Book Presentation Preparation (Meeting during class hours on Zoom via forthcoming webcourses invite)	
Finals	W	Apr. 22	*Note Different Time: 7:00pm – 9:50pm Book Presentations (Meeting during class hours on Zoom via forthcoming webcourses invite)	

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ANG5188-20Spring 0001

[Jump to Today.](#)

 [Edit](#)

Paleoethnobotany

UPDATED MARCH 16, 2020

COURSE MOVED TO ONLINE ONLY BEGINNING THURSDAY, MARCH 19

Instructor Contact

- Instructor: **Dr. Neil Duncan**
- Office: HPH 309
- Office Hours: 10:30- Noon Tuesdays **Online**
- Phone: 407-823-4961
- E-mail: Webcourses mail client; neil.duncan@ucf.edu (<mailto:neil.duncan@ucf.edu>) (Please DO NOT email me at knights.ucf.edu, I will not receive it!)

Course Information

- Course Name: Paleoethnobotany
- Course ID & Section: ANT4187/ANG5188
- Credit Hours: 3
- Preequisites: ANT2140, Junior Standing
- Semester/Year: Spring 2020
- Meeting time: Th 3:00pm-5:50pm
- Meeting place: MSB0149

Course Description:

Catalog description: Provides students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. Odd Spring.

Paleoethnobotany studies the interrelationships between humans and the plant world through the archaeological record. This course will provide students with knowledge and understanding of paleoethnobotany sufficient to understand, interpret, and evaluate plant data in archaeological, paleoecological, and contemporary research. The course will cover the major approaches paleoethnobotany uses in the study of archaeobotanical remains: charred wood and plant macro-remains, pollen, phytoliths, and starch grains and explore how these data can be integrated with each other and with other dietary and environmental indicators. Laboratory sessions will provide hands-on

experience in sampling and identification techniques of plant materials.

Student Learning Outcomes:

- To help students interested in the archaeological use of plants, diet, and past environments gain the knowledge needed to understand and critique archaeobotanical data and paleoethnobotanical interpretations.
- To provide hands-on experience working with, analyzing and interpreting archaeobotanical remains.
- To appreciate multidisciplinary and collaborative research in modern archaeology.
- To obtain first-hand research and/or grant-writing experience in paleoethnobotany.

Class info:

This course is a split level course, meaning both undergraduate and graduate students may receive credit. This class will be conducted as informal lecture/discussion with weekly laboratory sessions in which you will experience archaeobotanical techniques including identification procedures and microscopy. You should come to class having read ALL the assigned readings for the day and be prepared to add to the discussions. Your participation is essential.

Grading and Course Requirements

UPDATED: The course is moving online for the foreseeable future. Discussions, labs, and any presentations will be conducted online, see Discussion tab on the left and Assignments tab for labs. I will post specific discussion instructions. Discussion leaders will post their summary and discussion questions by 6pm on Thursdays and everyone must meaningfully contribute to the discussion, i.e. contribute to answering discussion questions and presenting their own. In order to make up for missed labs, we will focus more on methods and interpretations.

Graduate students: For the presentations of your projects, please prepare a powerpoint and narrate your presentations in the notes section and submit online. More details to come.

Undergrads and Grads

There will be 4 take-home quizzes distributed throughout the semester. These are designed to give you a chance to interpret an archaeobotanical dataset. Your work will be your own. For each discussion reading, a student will be assigned to lead the discussion for that reading. The number of opportunities is limited by class size, but expect to have around three discussions to lead. Also, be prepared to turn in a minimum of 1 discussion question per reading. In addition, an abstract will be prepared for each of the *Discussion Readings* assigned each week. Abstracts will be compiled and

turned in at the end of the semester. These will enhance class discussions of the readings and help you have an archive of the material you read. You will also lead discussions of multiple articles throughout the course. Participation is expected and evaluated.

Graduate Students Only

In addition to the above, graduate students will be assigned as group leaders during lab sessions. You will be responsible for overseeing group work and completion, making sure proper procedures are followed, and qualitatively assessing group participation. This will be part of your participation grade

In addition to the above requirements, you will have two options to prepare a project proposal for paleo- or ethnobotanical research in your area of graduate research or to conduct original research with materials from your own research.

Option 1: The goal of this 15-20 page research proposal is to assess your understanding of the potential contribution of paleoethnobotany to answering archaeological and anthropological questions including, but not limited to, diet, subsistence, environment and ritual. Guidelines for writing a research proposal will be distributed during the first week of class, but your proposal will generally include an abstract, an introduction that outlines your research questions, background research and theoretical approach that will inform your proposed research, the methods you intend to use to answer your research questions, and, finally, a statement of the significance of your proposed work (or, why this proposed work is important). Finally, you will present your proposal to class in a 15 minute “powerpoint” presentation at the end of the semester. 100 points.

Option 2: This option is available to graduate students who are interested in conducting original research in their own areas of interest with materials that they have obtained (soils, artifacts, etc. or data) as part of their graduate projects. While I encourage graduate students to take this option, you should be aware that it may require a significant amount of personal time to complete. In addition, Laboratory Safety Training through UCF Environmental Health & Safety may also be required. The research will be written up as paper or poster of a quality to be presented at a professional meeting. Lastly, you will present the paper or poster at the end of the semester. 100 points.

Points:

Undergraduates

Quizzes: 4 x 50 = 200

Abstracts: 50

Discussion Questions:

Class Participation: 50

Discussion Leadership: 30

Total for undergrads: 330

Graduates:

Quizzes: 4 x 50 = 200

Abstracts and discussion questions: 50

Class Participation: 50

Discussion Leadership: 30

Proposal or paper: 100

Presentation: 25

Total for grads: 450

Name:	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 60.0%
F	< 60.0 % to 0.0%

A Note on Grading

If you dispute a grade on any part of your essays or tests, you have three days after the grade is posted to bring the matter to my attention. It is your responsibility to examine your graded material within a reasonable time after I return the material to you. Do not wait until the end of the semester to dispute your grades. Also, please do not request that your grade be rounded up at the end of the semester. I will not reply to any requests for rounding up, so don't take it personally.

Required Textbook and Readings

Deborah Pearsall's *Paleoethnobotany: A Handbook of Procedures* 3rd Edition, 2015, Left Coast Press

ISBN-10: 1611322995 will be our main text and referred to as "DMP" in the schedule below. Discussion readings will be provided as PDFs. Discussion readings are subject to change.

Attendance/Participation and Missed Assignments

Class attendance is crucial and expected. It is strongly advised that you not miss a scheduled exam or assignment. I understand that life can be unpredictable, BUT scheduling make-up exams, quizzes, or assignments is a great inconvenience and will only be given in the following extenuating circumstances with written documentation of said circumstance:

1) Religious holiday. Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the [UCF policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)_](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

2) Participation in official university activity. 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 policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) [_\(http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work\)_](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work).

3) Illness of yourself or dependent – a doctor's note is required.

4) Jury duty – copy of jury summons is required.

5) Extenuating circumstances with prior notification and documentation but excluding oversleeping, forgetfulness, and alien abduction. Active duty military please see section below. Please note that previously scheduled personal appointments or social functions (weddings, cruises, trips to Disney) do not constitute an emergency and are not considered extenuating circumstances.

Please note that late assignments will suffer a point reduction.

Policy Statements

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](http://osc.sdes.ucf.edu/process/roc) [_\(http://osc.sdes.ucf.edu/process/roc\)_](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/ica/assets/FVProject.pdf). [_\(http://www.academicintegrity.org/ica/assets/FVProject.pdf\)](http://www.academicintegrity.org/ica/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)" [_\(http://wpacouncil.org/node/9\)](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). [_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)](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> [_\(http://goldenrule.sdes.ucf.edu/zgrade\)](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/) [_\(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu)), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers

experienced by the student.

Unexpected Course Changes

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [ucf.edu](http://my.ucf.edu/) (<http://my.ucf.edu/>) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

Emergencies may occur that could affect this course's schedule.

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.

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> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing

this video (<<https://youtu.be/NIKYajEx4pk>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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.

Copyright

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 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 Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in

Archaeology

1) Week 1/9

Introduction to the class.

Syllabus and expectations

2) Week 1/16

Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:

Ford, R. I. (1979). Paleoethnobotany in American Archaeology *Advances in Archaeological Method and Theory* (Vol. 2): Academic Press.

Marston, J., C. Warriner, and J. D'Alpoim Guedes (2014) Paleoethnobotanical Method and Theory in the Twenty-First Century. In *Method and Theory in Paleoethnobotany*, J. Marston, J. D'Alpoim Guedes, C. Warriner, eds. Boulder: University Press of Colorado.

van der Veen, Marijke (2014) The materiality of plants: plant–people entanglements. *World Archaeology* 46(5):799-812.

Lab: Flotation

3) Week 1/23

Sampling for Macroremains; Issues and Directions in Recovery of Macroremains. DMP Ch 2

Discussion Readings

Chapman, J., & Watson, P. J. (1993). The Archaic Period and the Flotation Revolution. In C. M. Scarry (Ed.), *Foraging and Farming in the Eastern Woodlands* (pp. 27-38). Gainesville: University Press of Florida.

Wagner, G. E. (1988). Comparability among recovery techniques. In C. A. Hastorf & V. S. Popper (Eds.), *Current Paleoethnobotany. Analytical Methods and Cultural Interpretations of Archaeological Plant Remains*. (pp. 17-35). Chicago: University of Chicago Press.

Lab: Flotation

4) Week 1/30

Presenting and Interpreting Results. DMP Ch 3:97-141

Discussion Readings

Lopinot, N. and W. Woods (1993) Wood Overexploitation and the Collapse of Cahokia. In *Foraging*

and Farming in the Eastern Woodlands, ed. by C. M. Scarry, pp. 206-231

Beresford-Jones, D. G., Whaley, O., Ledesma, C. A., & Cadwallader, L. (2011). Two millennia of changes in human ecology: archaeobotanical and invertebrate records from the lower Ica valley, south coast Peru. *Vegetation History and Archaeobotany*. doi: 10.1007/s00334-011-0292-4

Lab: Sorting flotations, wood identification

5) Week 2/6

In-text Case Studies; Issues and Directions in Macroremain analysis. DMP Ch 3:141-182

Discussion Readings

Case study 1 page 170 DMP Dung Fuel or Broad-spectrum revolution

Case study 2 page 177, Diet and social change

Miksicek, C. (1987) Formation Processes of the Archaeological Record. In *Advances in Archaeological Method and Theory* 10, ed. by M. Schiffer, pp. 211-248.

Reddy, Seetha N. and Jon M. Erlandson. 2012. Macrobotanical food remains from a trans-Holocene sequence at Daisy Cave (CA-SMI-261), San Miguel Island, California. *J Arch Sci* 39:33-40

Sheets, P., et al. (2011) Manioc Cultivation at Ceren, El Salvador: Occasional Kitchen Garden Plant or Staple Crop? *Ancient Mesoamerica* 22(01): 1-11.

Ugent, D., et al. (1982) Archaeological Potato Tuber Remains from the Casma Valley of Peru. *Economic Botany* 36(2): 182-192.

Lab: Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

Part 2: Pollen in Archaeology

6) Week 2/13

Nature and Production of Pollen; History of Pollen Analysis. DMP Ch 4, pp185-225

Discussion Readings

Barton, H. and R. Fullager 2006 Microscopy. In *Ancient Starch Research*, pp47-52. Robin Torrence and Huw Barton, eds. Left Coast Press. (slanted toward starch but useful overview of microscope techniques)

First Take-home Quiz Due (no discussion readings this week)

Lab: Pollen

7) Week 2/20

Presenting and Interpreting Results DMP Ch 4, pp 226-251

Discussion Readings

Bryant, V.M. and R G. Holloway (1983). The role of palynology in archaeology. *Advances in archaeology Method and Theory*. 6: 191-224.

Hase, Yoshitaka, Akiko Iwauchi, Utako Uchikoshiyama, Eri Noguchi and Naoko Sasaki (2012) Vegetation changes after the late period of the Last Glacial Age based on pollen analysis of the northern area of Aso Caldera in central Kyushu, Southwest Japan. *Quaternary International* 254:107-117.

Kozáková, Radka, Petr Pokorný, Vladimír Peša, Alžběta Danielisová, Katarína Čuláková and Helena Svitavská Svobodová (2015) Prehistoric human impact in the mountains of Bohemia. Do pollen and archaeological data support the traditional scenario of a prehistoric “wilderness”? *Review of Palaeobotany and Palynology* 220:29-43.

Lab: Presenting and Interpreting Results

8) Week 2/27

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

Discussion Readings

Case study:

Fearn, M. L., & Liu, K.-b. (1995). Maize pollen of 3500 B.P. from southern Alabama. *American Antiquity*, 60(1), 109-117.

Eubanks, M. (1997). Reevaluation of the identification of ancient maize pollen from Alabama. *American Antiquity*, 62(1), 139-145.

Fearn, M. L., & Liu, K.-b. (1997). Identification of Maize pollen: Reply to Eubanks. *American Antiquity*, 62(1), 146-148

Pearsall, D (2019) The Paleoethnobotany of Maize. Chapter 6 in Case Studies in Paleoethnobotany, pp112-145

Lab: Pollen

Part 3: Opal Phytoliths in Archaeology

9) Week 3/5

Second Take-home Quiz Due

Lecture:

Nature and Occurrence of Phytoliths. DMP Ch 5, pp 253-279

Discussion Reading:

Ball, T., , Karol Chandler-Ezell, Ruth Dickau, Neil Duncan, Thomas C. Hart, Jose Iriarte, Carol Lentfer, Amanda Logan, Houyuan Lu, Marco Madella, Deborah M. Pearsall, Dolores R. Piperno, Arlene M. Rosen, Luc Vrydaghs, Alison Weisskopf and Jianping Zhang (2015) Phytoliths as a tool for investigations of agricultural origins and dispersals around the world. *Journal of Archaeological Science*.

Liu, Li., Duncan, N.A., Chen, X., Ji, P. (2016). Plant-based subsistence strategies and development of complex societies in Neolithic Northeast China: Evidence from grinding stones, *Journal of Archaeological science: Reports* 7, 247-261.

Lab: Phytoliths

10) Week 3/19

Field Sampling; Laboratory Analysis. DMP Ch 5, pp280-313

Scanning and Counting Procedures; Presenting and Interpreting Results. DMP Ch 5

Discussion Readings

Harvey, E. L. and D. Q. Fuller (2005). "Investigating crop processing using phytolith analysis: the example of rice and millets." *Journal of Archaeological Science* **32**(5): 739-752.

Iriarte, J. (2003). "Assessing the feasibility of identifying maize through the analysis of cross-shaped size and three-dimensional morphology of phytoliths in the grasslands of southeastern South America." *Journal of Archaeological Science* **30**(9): 1085-1094.

Piperno, D. R., et al. (2000). "Phytoliths in Cucurbita and other Neotropical Cucurbitaceae and their occurrence in early archaeological sites from the lowland American tropics." *Journal of Archaeological Science* **27**(3): 193-208.

Lab: Phytoliths

11) Week 3/26

Third Take home quiz assigned

In-text Case Studies; Issues and Directions in Phytolith Analysis. DMP Ch 5, pp214-340

Discussion Readings

Pearsall, D. M., K. Chandler-Ezell, A. Chandler-Ezell (2003) Identifying maize in neotropical sediments and soils using cob phytoliths. *Journal of Archaeological Science* 30:611-627.

Rover, Irwin (2004) On transparent blindfolds: Comments on identifying maize in Neotropical sediments and soils using cob phytoliths *JAS* 31:815-819

Pearsall, Deborah M., Karol Chandler-Ezell, Alex Chandler-Ezell

(2004) Maize can *still* be identified using phytoliths: response to Rovner *JAS* 31:1029-1038

Case study in DMP: How Common was Maize at Real Alto? p326

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/2

Third Take-home Quiz Due

Starch grain analysis. DMP Chp 6, pp341-374

Discussion Readings

Gott, B., H. Barton, D. Samuel, and R. Torrence (2006) Biology of Starch. In *Ancient Starch Research*, pp 35-45. Robin Torrence and Huw Barton, eds. Left Coast Press.

Piperno, Dolores R., A. J. Ranere, I. Holst, and P. Hansell (2000) Starch grains reveal early root crop horticulture in the Panamanian tropical forest. *Nature* 407(6806):894-897.

Perry, L. (2004) Starch analyses reveal the relationship between tool type and function: an example from the Orinoco valley of Venezuela. *Journal of Archaeological Science* 31:1069-1081.

Hardy, K., T. Blakeney, L. Copeland, J. Kirkham, R. Wrangham, M. Collins
(2009) Starch Granules, dental calculus and new perspectives on ancient diet. *JAS* 36(2):248-255

Lab: Starch

13) Week 4/9

DMP Chp 6, pp 375-384

Discussion Readings

Babot, M. Pilar (2003) Starch grain damage as an indicator of food processing. *Phytolith and starch*

research in the Australian-Pacific-Asian regions: the state of the art: 69-81.

Lu, H., X. Yang, M. Ye, K. B. Liu, Z. Xia, X. Ren, L. Cai, N. Wu and T. S. Liu (2005) Culinary archaeology: Millet noodles in Late Neolithic China. *Nature* 437(7061):967-968.

Ge, W. E. I., L. I. Liu, Xingcan Chen and Zhengyao Jin (2011) Can Noodles Be Made from Millet? An Experimental Investigation of Noodle Manufacture Together with Starch Grain Analyses. *Archaeometry* 53(1):194-204.

Mercader, J., T. Bennett and M. Raja (2008) Middle Stone Age starch acquisition in the Niassa Rift, Mozambique. *Quaternary Research* 70(2):283-300.

Lab: Starch

The final part: Multiple indicators and integrating paleoethnobotanical data

14) Week 4/16

Take home Quiz 4 Assigned

Discussion Readings

Pearsall, D (2019) Plants and healin/health. Chapter 9 in Case Studies in Paleoethnobotany, pp112-145

Kennett, Douglas J., Dolores R. Piperno, John G. Jones, Hector Neff, Barbara Voorhies, Megan K. Walsh and Brendan J. Culleton (2010) Pre-pottery farmers on the Pacific coast of southern Mexico. *Journal of Archaeological Science*37(12):3401-3411.

Whitney, B. S., R. Dickau, F. E. Mayle, J. H. Walker, J. D. Soto and J. Iriarte (2014) Pre-Columbian raised-field agriculture and land use in the Bolivian Amazon. *The Holocene* 24(2):231-241.

Morehart, Christopher T. and Shanti Morell-Hart (2013) Beyond the Ecofact: Toward a Social Paleoethnobotany in Mesoamerica. *Journal of Archaeological Method and Theory*.











Lab: TBA

4/23 Final Exam Day Fourth Take-home Quiz Due,

Presentations

MEETING TIME 1-3:50

Course Summary:

Date	Details
Thu Mar 5, 2020	 Quiz 2 (https://webcourses.ucf.edu/courses/1347138/assignments/6481735) due by 3pm
	 Abstracts and discussion questions (https://webcourses.ucf.edu/courses/1347138/assignments/6481731)
	 Class participation (https://webcourses.ucf.edu/courses/1347138/assignments/6481732)
	 Discussion Leadership (https://webcourses.ucf.edu/courses/1347138/assignments/6481733)
	 PHYTOLITH VIRTUAL LAB (https://webcourses.ucf.edu/courses/1347138/assignments/6549000)
	 Presentation (https://webcourses.ucf.edu/courses/1347138/assignments/6481756)
	 Proposal/Paper (https://webcourses.ucf.edu/courses/1347138/assignments/6481755)
	 Quiz 1 (https://webcourses.ucf.edu/courses/1347138/assignments/6481734)
	 Quiz 3 (https://webcourses.ucf.edu/courses/1347138/assignments/6481736)
	 Quiz 4 (https://webcourses.ucf.edu/courses/1347138/assignments/6481737)

MEDICAL ANTHROPOLOGY

University of Central Florida ~ Spring 2020

ANTHROPOLOGY 5738-0001 ~ Monday 6-8:50p

Class Location: Online

Credits 3 –

Prerequisites: admission to the MA or PhD program or instructor permission

Professor Nesselte Falu

nessette.falu@ucf.edu

409-823-3991

HPH, 409J1 Floor

office hours & location: Mon 4-5pm online

Medical anthropology is concerned with interpreting health, illness and disease, medicine, healthcare, and public health in a variety of ways and contexts both locally and globally. Medical anthropological research for decades has explored themes beyond the traditional boundaries related to issues such as bodily constructions, human rights, identity, sexuality, race, gender, and policy. This advanced medical anthropology course introduces graduate students to bio-cultural perspectives, methods, and theoretical approaches toward issues about and toward the body and community health, illness, medicine, and healthcare within the U.S. and globally. It will focus on power, inequity, and social difference. How might we understand ways in which individuals and communities negotiate issues of health and healthcare? How might we reflect upon the influences of structures and institutions such as healthcare and medicine, religion, and government toward human health and health caring practices? How might these concepts about the human body serve as lenses by which to understand interdisciplinary related issues such as gender, politics, race, religion, healthcare, ethics, tourism, and human rights? We will discuss and question the existing debates toward norms, identities, sex, freedom, justice, and rights to express and even discipline the human body and seek health.

Course Objectives

- Introduce students to the study of advanced medical anthropology and related topics across a variety of disciplines
- Learn grant and literature review writing skills
- Encourage advanced critical thinking on a range of dilemmas posed by the readings and films
- Develop students' proficiency in speaking critically and writing cogently and/or persuasively and effectively about the body, health, and medical institutions
- Demonstrate applied ways for students to integrate issues of the healthcare and health into their critical thinking, including considering many forms of action and intervention
- Learn theories and methods for the application of advanced medical anthropology.

REQUIRED TEXTS

Plemons, Eric. 2017. *The Look of a Woman: Facial Feminization Surgery and the Aims of Trans-Medicine*. Duke University Press.

Davis, Dana-Ain. 2019. *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*. NYU Press.

Hannig, Anita. 2017. *Beyond Surgery: Injury, Healing, and Religion at an Ethiopian Hospital*. Duke University Press.

Emila Sanabria. 2016. *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*. Duke University Press.

Charles L. Briggs and Clara Mantini-Briggs. 2016. *Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice*. Duke University Press.

Links to other required supplemental readings can be found in the modules of this course.

ASSIGNMENTS

Attendance and participation: It is expected that graduate students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have excessive undocumented absences will fail the course. Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons. Be sure to speak with the professor in advance if you are experiencing difficulties or challenges with the coursework and attendance.

Weekly Discussant: Students will rotate weekly and introduce the readings by offering a synopsis, reaction/reflection, and discussion questions for the class.

Research Proposal: Graduate Students will write a mock Wenner Gren proposal based on a medical anthropology ethnographic book of your choice. Proposals will be discussed in class and peer-reviewed by classmates 3000 words.

Research Paper for Graduate Students: For your final paper, graduate will write a review article of an area in medical anthropology. Students will choose a concept or idea well research in cultural anthropology and write a literature review article that explains how anthropology has taken up the topic and proposes new directions in medical anthropology. Use only articles and any books you may own. You may skim through book pages on google reader on Amazon. 10 pages.

Missed Assignments/Make-Ups/Extra Credit

Stay on top of the due dates as **no late work will be accepted without penalty**. For every day that an assignment is late, 5 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or failing the course, you may email me to explore your circumstances and any options for missed assignments or extra credit.

EVALUATION AND GRADING

You are expected to be able to produce graduate-level writing. If you have trouble writing, please contact me or visit the university writing center. I am also happy to read and comment on preliminary drafts of your papers, as long as you have them to me at least ten days before the paper deadline.

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
65-69	C-
60-64	D
59 and below	F

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.

Academic Honesty

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

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

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for 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 be registered with [Student Disability Services](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Week 1:	Medical Anthropology and Social Difference
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Mon 1/6	overview and introduction
	Inhorn and Wentzel, "Medical Anthropology at the Intersections, Introduction"
	Inhorn, "Medical Anthropology at the Intersections"

Week 2:	History of Medicine
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Mon 1/13	Kiple, " <i>The History of Disease</i> " Nutton, " <i>The Rise of Medicine</i> " Porter, " <i>What is Disease</i> "
	Comelles, "The Fear of (One's Own) History: On the Relations Between Medical Anthropology"

Week 3:	MLK Holiday
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Mon 1/20	No Class
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Week 4:	Medical Perception	SUZANNE
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Mon 1/27 Foucault, *The Birth of the Clinic: An Archaeology of Medical Perception*

 Kleinman, “*Medicine’s Symbolic Reality: On a Central Problem on the Philosophy of Medicine*”

 Scheper-Hughes, “*Nervoso*”

Week 5:	Structural violence and Medical Institutions	TRINITY
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Mon 2/3 Washington, Selections from *Medical Apartheid*.

 Farmer, “*An Anthropology of Structural Violence*”

 Ginsburg and Rapp, “*Conceiving the New World Order: The Global Politics of Reproduction*”

Week 6:	Race and Racism	TRINITY
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Mon 2/10 Davis, *Reproductive Injustice: Racism, Pregnancy, and Premature Birth*

Week 7:	Animal	ALEXIS
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Mon 2/17 Mullin, “*Animals and Anthropology*”

 Podcast on Animal Studies and Cultural Anthropology

 Brown and Nading, “*Human Animal Health in Medical Anthropology*”

Week 8:	Plant Ethnography	
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Mon 2/24 Hartigan, “*Anthropology of Plants*”

 Geissler and Prince, “*Persons, Plants, and Relations*”

 Hsu, “*Plants Health and Healing: On the Interface of Ethnobotany and Medical Anthropology*”

Wenner Gren Due – Round I

Week 9:	Surgery, Religion and Gender	SUZANNE
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Mon 3/2 Hannig, *Beyond Surgery: Injury, Healing and Religion at Ethiopian Hospital*

Wenner Gren Peer-Review Session

Week 10:	Spring Break
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Mon 3/9 No class

Week 11:

Mon 3/16 NO CLASS

Week 12:	Language and Ethics	ALEXIS
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Mon 3/23

Briggs and Mantini-Briggs, *Tell Me Why My Children Died: Rabies, Indigenous Knowledge, and Communicative Justice*

Sanabria, *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*

Revision due 3/29

Week 13:	Transmedicine	ALEXIS
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Mon 3/30 Plemons, *The Look of a Woman*

Martin, "The Egg and the Sperm"

Valentine, "The Category Themselves"

Week 14	Disability and Ageism
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Mon 4/6 Reid-Cunningham, Allison, "Anthropological Theories of Disability"

 Gingsburg and Rapp, "Disability Worlds"

 Macrae, Hazel, "My opinion is that doctors prefer younger people':
 older women, physicians, and ageism."

Week 15	Food Security and Environmental Justice	TRINITY
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Mon 4/13 Reese, Intro to *Black Food*

 Food Insecurity, HealthPeople 2020

 FILM - Food for Thought: The Path to Food Security in Newark

 Submit first draft of Review Paper and discuss in class

Week 16	Wellbeing and Medicine	TRINITY
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Mon 4/20 Falu, Selections from *Welling into Afrofutures*

 Emila Sanabria. 2016. *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*. – Selected chapters.

Week 17	FINALS WEEK
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Discuss and Peer-Review Paper Drafts

Final paper due: April 28th

ANG5742: Problems in Forensic Anthropology

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS- Spring 2020

Instructor:	<i>John J. Schultz, Ph.D.</i>	<i>Class Meeting Days:</i>	<i>Monday</i>
Office:	<i>Phillips Hall 409T</i>	<i>Class Meeting Hours:</i>	<i>3:00-5:50pm</i>
Phone:	<i>407-823-1180</i>	<i>Class Location:</i>	<i>MSB 149</i>
E-Mail:	<i>john.schultz@ucf.edu</i>		
Office Hours:	<i>Monday 1:00-2:50pm; or by appointment</i>		

University Course Catalogue Description

Current issues and topics in forensic anthropology.

Course Objectives

After completing this course students will develop a basic proficiency in the following areas:

- **History of Forensic Anthropology**
- **Taphonomy**
 - Understanding the theoretical basis and history of forensic taphonomy
 - Recognizing the different stages of human decomposition
 - Recognizing the environmental factors affecting postmortem change to bone including alterations through both flora and faunal impacts
 - Recognizing and identifying the different stages of heat alteration to bone and the commercial cremation process
 - Establishment of a postmortem interval based on taphonomic changes to bone
- **Trauma**
 - Understanding basic bone biomechanics
 - Recognizing Blunt and Gunshot trauma
 - Evaluating the timing of trauma to bone (is the damage perimortem, or postmortem)
- **Ethics and Legal Considerations in Forensic Anthropology**

Course Description

This is an advanced forensic anthropology course focusing on both taphonomic alterations to bone and trauma-based patterns of injury and healing (where applicable). It is expected that each student is proficient in human osteology, including small fragment identification as well as basic laboratory methods of skeletal analysis. This course will increase the student's knowledge of two fundamental areas of forensic casework (trauma and taphonomic analysis) and will provide the foundation for continuing studies in ANG 6740C Advanced Forensic Anthropology.

Course Prerequisites

Graduate student in the Anthropology MA program and completion of a Human Osteology Class

Required Textbook

There is no required textbook.

Class Readings

Refer to course reading list for the required readings.

Basis for Final Grade

Your final grade will be based on a total of 400 possible points and will be derived from class participation, leading two class discussions, and writing two papers: one on an approved taphonomic topic of your choice and one on an approved trauma topic of your choice. The requirements for this course are weighted as follows:

Assessment	Points	Percent of Final Grade
Academic Activity Assignment	1	0.25%
Taphonomy		
Presentation	50	12.5%
Paper	100	25%
Trauma		
Presentation	50	12.5%
Paper	100	25%
Class Participation	9	2.25%
Leading Two Class Discussions	30	7.5%
Four Short Case Reports	60	15%

Class Participation (9 points)

This is a graduate level course, and as such it is expected that each student will participate in class each week. You will be expected to have read all of the required readings and contribute to the class discussion. **Grades will be based on the respectful exchange of thought and ideas and on the contribution's relevance to the weekly topic.**

Leading Class Discussion (30 points)

Each student will be expected to facilitate two class discussions: on one taphonomic topic and one trauma topic. Topics will be selected the first week of class.

Two to three required readings are already chosen for the discussion that provide foundational information for the topics. Your role as the weekly student leader will be select two to three additional pertinent articles as required readings and post the reference information on Canvas at least one week prior to the planned discussion. The articles can be pertinent research and cases studies to supplement the class discussion. It is a good idea to have Dr. Schultz review your selected articles ahead of time to confirm that they are appropriate for the discussion topics.

Short Case Reports (60 points)

You will be required to complete four short case reports, 15 points each, with appropriate case file documentation. Each assigned case will consist of interpreting and describing traumatic injuries to the skeleton. Report details will be discussed in class.

Required Papers and Presentations (150 points each for a total of 300 points)

You will be required to write two fully referenced (AJPA style) literature review papers. Each paper is to be double-spaced with 1" margins, utilizing Time New Roman font and is not to exceed 25 pages (including cover page, literature cited, figures and tables). You may select a topic in each category that interests you. The topic may be the same as your discussion topic, or may be on another topic we cover in class. We will discuss further requirements for the papers in class. In addition, you will be required to present both papers as PPT presentations. We will discuss further requirements for the PPT presentations in class.

Academic Activity Assignment – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains what you expect to achieve by completing this class.

All postings must be completed by January 10 (11:59 pm). You will receive one point for completing the assignment. However, you will receive a deduction of 2 points if the posting is not completed by January 10.

Grading Scale The +/- system will be used in this class.

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

Course Policies: Grades

Late Assignments: Late assignments are not accepted unless there is a medical issue or family death. If possible, you need to inform Dr. Schultz of the issue ahead of time so he can confirm with you that an assignment extension will be provided.

Paper Requirements: Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

Grades of “Incomplete”: Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am 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.

Final Grades: I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve study and comprehension skills.

Course Policies: Technology and Media

Email: I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

Laptop Usage: Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Course Policies: Student Expectations

Attendance Policy: Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you may need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper at the next class that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

Professionalism Policy: Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class

meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center: 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've written (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.

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.

Core Policy Statements

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.

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.

Course Schedule				
Week	Date	Topic	Trauma Case	Facilitator
1	Jan 6	Class Introduction and Writing Short Reports		N/A
2	Jan 13	Introduction to Forensic Anthropology; Evaluating Timing of Injury		Dr. Schultz & 1 Student
3	Jan 20	Martin Luther King Jr. Day		<i>No class</i>
4	Jan 27	Trauma: Gunshot Wounds and Blunt Force Trauma		2 Students
5	Feb 3	Sharp Force Trauma and Saw Wounds	Case 1	2 Student
6	Feb 10	Trauma Case studies		2 Students
7	Feb 17	Trauma Presentations		N/A
8	Feb 24	Time Since Death and Decomposition		1 Student
9	Mar 2	The Effects of Burial Environment and Subaerial Weathering	Case 2	1 Student
10	Mar 9	Spring Break (March 9-14)		<i>No Class</i>
11	Mar 16	Forensic Significance Based on Taphonomic Modifications		1 Student
12	Mar 23	Animal Damage and Dispersal		1 Student
13	Mar 30	Bone Staining and Recovery Methods	Case 3	1 Student
14	April 6	Thermal Modifications and Cremations		1 Student
15	April 13	Miscellaneous Taphonomy Research		1 Student
16	April 20	Ethics and Legal Considerations	Case 4	Dr. Schultz
17	April 27	Taphonomy Presentations		N/A

Important UCF Deadlines for Spring 2019

January 9, 2019 (11:59 PM)

Drop/Swap

January 12, 2019 (11:59 PM)

Add

March 20, 2019 (11:59 PM)

Withdrawal

April 20, 2019 (11:59 PM)

Grade Forgiveness

ANG5742: Problems in Forensic Anthropology

Department of Anthropology
College of Sciences, University of Central Florida

REVISED COURSE SYLLABUS FOR TRANSITIONING ONLINE- Spring 2020

Instructor:	<i>John J. Schultz, Ph.D.</i>	<i>Class Meeting Days:</i>	<i>Monday</i>
Office:	<i>Phillips Hall 409T</i>	<i>Class Meeting Hours:</i>	<i>3:00-5:50pm</i>
Phone:	<i>407-823-1180</i>	<i>Class Location:</i>	Changed to Online using Zoom
E-Mail:	<i>john.schultz@ucf.edu</i>		
Office Hours:	<i>email and online appointments</i>		

University Course Catalogue Description

Current issues and topics in forensic anthropology.

Course Objectives

After completing this course students will develop a basic proficiency in the following areas:

- **History of Forensic Anthropology**
- **Taphonomy**
 - Understanding the theoretical basis and history of forensic taphonomy
 - Recognizing the different stages of human decomposition
 - Recognizing the environmental factors affecting postmortem change to bone including alterations through both flora and faunal impacts
 - Recognizing and identifying the different stages of heat alteration to bone and the commercial cremation process
 - Establishment of a postmortem interval based on taphonomic changes to bone
- **Trauma**
 - Understanding basic bone biomechanics
 - Recognizing Blunt and Gunshot trauma
 - Evaluating the timing of trauma to bone (is the damage perimortem, or postmortem)
- **Ethics and Legal Considerations in Forensic Anthropology**

Course Description

This is an advanced forensic anthropology course focusing on both taphonomic alterations to bone and trauma-based patterns of injury and healing (where applicable). It is expected that each student is proficient in human osteology, including small fragment identification as well as basic

laboratory methods of skeletal analysis. This course will increase the student's knowledge of two fundamental areas of forensic casework (trauma and taphonomic analysis) and will provide the foundation for continuing studies in ANG 6740C Advanced Forensic Anthropology.

Course Prerequisites

Graduate student in the Anthropology MA program and completion of a Human Osteology Class

Required Textbook

There is no required textbook.

Class Readings

Refer to course reading list for the required readings.

Basis for Final Grade

Your final grade will be based on a total of **385 possible points** (*instead of 400*) and will be derived from class participation, leading two class discussions, and writing two papers: one on an approved taphonomic topic of your choice and one on an approved trauma topic of your choice. The requirements for this course are weighted as follows:

Assessment	Points	Percent of Final Grade
Academic Activity Assignment	1	0.26%
Taphonomy		
Presentation	50	13%
Paper	100	26%
Trauma		
Presentation	50	13%
Paper	100	26%
Class Participation	9	2.24%
Leading Two Class Discussions	30	7.8%
Three Short Case Reports	45	11.7%

Class Participation (9 points)

This is a graduate level course, and as such it is expected that each student will participate in class each week. You will be expected to have read all of the required readings and contribute to the class discussion. **Grades will be based on the respectful exchange of thought and ideas and on the contribution's relevance to the weekly topic.**

Leading Class Discussion (30 points)

Each student will be expected to facilitate two class discussions: on one taphonomic topic and one trauma topic. Topics will be selected the first week of class.

Two to three required readings are already chosen for the discussion that provide foundational information for the topics. Your role as the weekly student leader will be select two to three additional pertinent articles as required readings and post the reference information on Canvas at least one week prior to the planned discussion. The articles can be pertinent research and cases studies to supplement the class discussion. It is a good idea to have Dr. Schultz review your selected articles ahead of time to confirm that they are appropriate for the discussion topics.

Short Case Reports (45 points)

You will be required to complete **three short case reports (instead of four)**, 15 points each, with appropriate case file documentation. Each assigned case will consist of interpreting and describing traumatic injuries to the skeleton. Report details will be discussed in class.

Required Papers and Presentations (150 points each for a total of 300 points)

You will be required to write two fully referenced (AJPA style) literature review papers. Each paper is to be double-spaced with 1" margins, utilizing Time New Roman font and is not to exceed 25 pages (including cover page, literature cited, figures and tables). You may select a topic in each category that interests you. The topic may be the same as your discussion topic, or may be on another topic we cover in class. We will discuss further requirements for the papers in class. In addition, you will be required to present both papers as PPT presentations. We will discuss further requirements for the PPT presentations in class.

Academic Activity Assignment – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains what you expect to achieve by completing this class.

All postings must be completed by January 10 (11:59 pm). You will receive one point for completing the assignment. However, you will receive a deduction of 2 points if the posting is not completed by January 10.

Grading Scale The +/- system will be used in this class.

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

Course Policies: Grades

Late Assignments: Late assignments are not accepted unless there is a medical issue or family death. If possible, you need to inform Dr. Schultz of the issue ahead of time so he can confirm with you that an assignment extension will be provided.

Paper Requirements: Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

Grades of “Incomplete”: Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am 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.

Final Grades: I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve study and comprehension skills.

Course Policies: Technology and Media

Email: I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

Laptop Usage: Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Course Policies: Student Expectations

Attendance Policy: Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you may need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper at the next class that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

Professionalism Policy: Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. Please arrive on time for all class

meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a 5% reduction in their final class grade.

University Writing Center: 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've written (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.

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.

Core Policy Statements

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.

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.

Revised Course Schedule				
Week	Date	Topic	Trauma Case	Facilitator
1	Jan 6	Class Introduction and Writing Short Reports		N/A
2	Jan 13	Introduction to Forensic Anthropology; Evaluating Timing of Injury		Dr. Schultz & 1 Student
3	Jan 20	Martin Luther King Jr. Day		<i>No class</i>
4	Jan 27	Trauma: Gunshot Wounds and Blunt Force Trauma		2 Students
5	Feb 3	Sharp Force Trauma and Saw Wounds	Case 1	2 Student
6	Feb 10	Trauma Case studies		2 Students
7	Feb 17	Trauma Presentations		N/A
8	Feb 24	Time Since Death and Decomposition		1 Student
9	Mar 2	The Effects of Burial Environment and Subaerial Weathering	Case 2	1 Student
10	Mar 9	Spring Break (March 9-14)		<i>No Class</i>
11	<i>Online Mar 23</i>	Forensic Significance Based on Taphonomic Modifications		1 Student
12	<i>Online Mar 23</i>	Animal Damage and Dispersal		1 Student
13	<i>Online Mar 30</i>	Bone Staining and Recovery Methods	Case 3	1 Student
14	<i>Online April 6</i>	Thermal Modifications and Cremations		1 Student
15	<i>Online April 13</i>	Miscellaneous Taphonomy Research		1 Student
16	<i>Online April 20</i>	Ethics and Legal Considerations	<i>Case 4 no longer required</i>	Dr. Schultz
17	<i>Online April 27</i>	Taphonomy Presentations		N/A

Important UCF Deadlines for Spring 2019

January 9, 2019 (11:59 PM)

Drop/Swap

January 12, 2019 (11:59 PM)

Add

March 27, 2019 (11:59 PM)

Withdrawal

April 20, 2019 (11:59 PM)

Grade Forgiveness



ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2020</i>
Office:	<i>Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>12:00pm – 2:50pm April 23rd 10:00am – 12:50</i>
Website:	<i>Canvas</i>	Class Location:	<i>PSY 0110</i>
Office Hours:	<i>Dr. Branting Th 3:15-5:00 or by appointment Jessica T 10:00-11:00, W 2:00-3:00, or by appointment</i>	TA:	<i>Jessica Robkin</i>
		TA email:	<i>Jessica.Robkin@ucf.edu</i>

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research

- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

Required Text and Articles

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.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). 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. 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.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>	<i>Max. Points</i>
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	In class	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 9 th , 2020 at start of the class period (12:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 14 or 16	20%	20

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. Penalties for plagiarism or cheating 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://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

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

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) 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 a written assignment comprises 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. 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 and will not be permitted to use devices in class from that point forward. 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. Please be aware of your surroundings and familiar with 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/workplacesafety.html>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to 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>).

For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me 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 or if you are representing the university in an authorized event or activity, 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 will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Jan. 9	Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 10th, 3pm	
2	Th	Jan. 16	Monitoring Things from Space Classroom Discussion and Project Preparation Session	Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"
3	Th	Jan. 23	Tracking Movement Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons"; Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"
4	Th	Jan. 30	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments"; Spielman (2006) "Appropriate use of the K Function in Urban Environments"; Austin et al. (2006) "Austin et al. Respond"

5	Th	Feb. 6	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know"; Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	Th	Feb. 13	Maps and Behavior Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	Th	Feb. 20	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	Th	Feb. 27	Simulations Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	Th	Mar. 5	Databases and Privacy Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	Th	Mar. 12	SPRING BREAK NO CLASS	
11	Th	Mar. 19	Proposal Preparation Session	
12	Th	Mar. 26	Proposal Preparation Session	
13	Th	Apr. 2	Proposal Preparation Session	

14	Th	Apr. 9	ASSIGNMENT DUE AT START OF CLASS Thursday Apr 9 Final Project Report (no more than 10 pages) STUDENT PRESENTATIONS	
15	Th	Apr. 16	The Future of GIS Discussion	Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"
Finals	Th	Apr. 23	*Note Different Time: 10:00am – 12:50pm STUDENT PRESENTATIONS	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
 2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
 2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
 2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
 2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
 2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt
 2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

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.



ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Scott Branting</i>	Term:	<i>Spring 2020</i>
Office:		Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Th</i>
E-Mail:	<i>scott.branting@ucf.edu</i>	Class Meeting Hours:	<i>12:00pm – 2:50pm April 23rd 10:00am – 12:50</i>
Website:	<i>Canvas</i>	Class Location:	<i>Online</i>
Office	<i>Dr. Branting by email</i>	TA:	<i>Jessica Robkin</i>
Hours:	<i>Jessica by email</i>	TA email:	<i>Jessica.Robkin@ucf.edu</i>

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two-course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS undergraduate and graduate certificates.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking: through the presentation of the project and its analysis

- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

Required Text and Articles

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.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). 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. 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.

Assignments	Due Date	Percent of Grade	Max. Points
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions – Graduate students are expected to take a larger participatory role	In class	9%	9
Final Undergraduate Project Report or Final Graduate Project Report	April 9 th , 2020 at start of the class period (12:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 14 or 16	20%	20

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.

Letter Grade	Points
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. Penalties for plagiarism or cheating 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://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

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

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) 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 a written assignment comprises 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. 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 and will not be permitted to use devices in class from that point forward. 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. Please be aware of your surroundings and familiar with 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/workplacesafety.html>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to 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>).

For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me 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 or if you are representing the university in an authorized event or activity, 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 will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	Th	Jan. 9	Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 10th, 3pm	
2	Th	Jan. 16	Monitoring Things from Space Classroom Discussion and Project Preparation Session	Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”
3	Th	Jan. 23	Tracking Movement Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): “Shared decision-making drives collective movement in wild baboons”; Calabrese et al. (2010): “The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events”
4	Th	Jan. 30	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	Austin et al. (2005): “Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments”; Spielman (2006) “Appropriate use of the K Function in Urban Environments”; Austin et al. (2006) “Austin et al. Respond”

5	Th	Feb. 6	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	Roth (2013): “Interactive maps: What we know and what we need to know”; Scassa et al. (2015): “Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North”
6	Th	Feb. 13	Maps and Behavior Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): “Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities”
7	Th	Feb. 20	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): “Public participation in GIS via mobile applications”
8	Th	Feb. 27	Simulations Classroom Discussion and Project Preparation Session	Sellers et al. (2007): “An agent-based model of group decision making in baboons”
9	Th	Mar. 5	Databases and Privacy Classroom Discussion and Project Preparation Session	Exeter et al. (2014): “Whose data is it anyway?’ The implications of putting small area-level health and social data online”
10	Th	Mar. 12	SPRING BREAK NO CLASS	
11	Th	Mar. 19	Week-long Proposal Preparation Session (Email Jess or I with any questions during the week or to setup an appointment to virtually meet)	
12	Th	Mar. 26	Week-long Proposal Preparation Session (Email Jess or I with any questions during the week or to setup an appointment to virtually meet)	
13	Th	Apr. 2	Week-long Proposal Preparation Session (Email Jess or I with any questions during the week or to setup an appointment to virtually meet)	

14	Th	Apr. 9	ASSIGNMENT DUE AT START OF CLASS Thursday Apr 9 Final Project Report (no more than 10 pages) STUDENT PRESENTATIONS (Meeting during class hours on Zoom via forthcoming webcourses invite)	
15	Th	Apr. 16	The Future of GIS Discussion (Meeting during class hours on Zoom via forthcoming webcourses invite)	Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”
Finals	Th	Apr. 23	*Note Different Time: 10:00am – 12:50pm STUDENT PRESENTATIONS (Meeting during class hours on Zoom via forthcoming webcourses invite)	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 “Whose data is it anyway?” The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

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.



ANG 6184: Advances in Archaeological Practice
Department of Anthropology
College of Sciences, University of Central Florida

REVISED COURSE SYLLABUS 20 MARCH 2020

Instructor:	Brigitte Kovacevich, Ph.D.	Term:	Spring 2020
Office:	Howard Phillips Hall 309P	Class Meeting Days:	T
Phone:	407-823-6554	Class Meeting Hours:	3:00-5:50 PM
E-Mail:	brigitte.kovacevich@ucf.edu	Class Location:	409M
Availability:	Will respond within 48 hours		
Office Hours:	Tuesday 10-11 AM and Thursday 2-3 PM-in office Wednesday 10 AM-12 PM-online		

COURSE DESCRIPTION

Cultural resource management is an interdisciplinary and professional discipline whose practitioners utilize a combination of historical, architectural, and archaeological investigations in compliance with federal, state and local regulations requiring the identification, preservation, and/or mitigation of cultural resources. Cultural resource management specialists, and particularly, archaeologists working within this field, emerge at the front lines of negotiation between the past and the present as the U.S. government and its many communities must carefully balance a concern for the preservation of cultural resources alongside the growing need for construction, maintenance, and development projects.

This course will specifically focus on topics concerning cultural resource management as a professional field within anthropology, and specifically, anthropological archaeology. It has been estimated that over half of the archaeologists working in the U.S. work within cultural resource management and that over 90% of archaeological investigations conducted in the U.S. are cultural resource management projects (Thomas and Kelly

2007). The course introduces students to the history and evolution of cultural resource management and legislation relating to archaeological resources in the U.S. from the early 20th century onwards, discusses methods of identifying and evaluating archaeological sites within a cultural resource management framework, provides guidance on basic skills of project planning, management, and client communications, and explores a wide variety of topical issues and case studies concerning the status of cultural resource management as a professional field wrestling with many of the cultural, social, and economic challenges of the 21st century.

Course Objectives:

Through active course attendance, in-class group exercises, individual and group research, and regularly scheduled examinations covering course readings and lecture material, students enrolled in this course will become proficient in knowing the history of cultural resource legislation in the United States as well as will become familiar with methodology and case studies concerning cultural resource management as practiced in the United States today. The course additionally seeks to provide students with a solid grounding in understanding the staged process of cultural resource management from the identification through to the evaluation of archaeological resources as well as the business and ethical aspects of cultural resource management in the challenged economy of the early 21st century.

Course Goals:

By the end of our course of study, students will:

1. Attain a detailed knowledge of the goals, methods, and applications of cultural resource management with a particular focus on archaeological projects and case study sites in the United States;
2. Be able to discuss cultural resource legislation - how it emerged in the early 20th century United States, how later legislation was refined in scope and terminology, and the strengths and weaknesses of specific legislative acts;
3. Critically evaluate and respond to real and simulated cultural resource management situations in areas relating to ethics, scope, business practice, methodology and public involvement;
4. Understand the fundamentals of cultural resource management as a business, and have the ability to prepare components of a cultural resource management project proposal and final report.

Course Credits

3.0

Course Catalog Description

Topics concerning cultural resource management as a professional field within anthropology, and specifically, anthropological archaeology

Course Prerequisites

Admission to the PhD in Integrative Anthropological Sciences or MA in Anthropology programs or CI.

Required Texts and Materials

King, Thomas F.

2008 *Cultural Resource Laws and Practice, Third Edition*. Blue Ridge Summit, Pennsylvania: Altamira Press.

Neumann, Thomas W. and Robert M. Sanford.

2010 *Cultural Resources Archaeology: An Introduction*. 2nd Edition. Blue Ridge Summit, Pennsylvania: Altamira Press.

Additional Readings. Additional readings are required throughout the course and are available on the home page and as links in the syllabus of Webcourses for download.

Course Requirements

Attendance:

Attendance (5%) and participation (10%) are required, (see below for more on attendance policy). As part of class attendance, an *Academic Activity Quiz* is required. Your attendance on the first day of class will count as this activity. If you are absent on the first day please contact the instructor. For participation this will be counted on the days that you are asked to bring materials and discuss them and will generally be graded as 0-no participation, 1-partial participation, 2-full participation.

Short Essay Assignments:

These assignments are both summarized in the course schedule and are designed to help you apply the concepts you have learned in class as well as present some of your opinions on cultural resource management as practiced today in written form.

Article summaries:

There are 3 days during the semester that I ask you to find an article and present it to the class. On these days you will post your article and provide an outline of that article that I will print out for everyone and will also be posted in webcourses for everyone to read.

Presentation:

You will present the results of your final project to the class on the last scheduled course meeting. The presentation should be about 10-15 minutes and a grading rubric will be provided.

Research Paper:

You are required to write a short research paper (approximately 10-15 double spaced pages in length) on any topic concerning cultural resource management – the paper will be due **April 27th at 11:59 PM** (20 % of grade). I will discuss this assignment in class, and a research paper assignment sheet will be posted on webcourses which will specifically outline what is expected. On **March 3rd** you will submit the topic of your paper along with the annotated citations of 3 major sources (journal or book sources) you will be using. On **March 24th** you will submit an outline, and on **April 22nd** you will submit a draft. These are required components and make up 10% of your grade. Please choose a topic broad enough that there will be enough literature for you to use, but narrow enough that your discussion can be contained within the 10-page paper length! I will provide more information on this assignment within the first few weeks of the course (bibliographic citation format, possible topics). This paper will count as your final exam for the course.

Basis for Final Grade

Assessment	Percent of Final Grade
Class Attendance	5%
Graded Assignment # 1	10%
Research Paper Topic/Outline/Draft	10%
Graded Assignment # 2	10%
Presentation	20%
Research Paper	20%
Article Presentation (3)	15%
Participation	10%
	100%

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

Grading Scale (%)	
77-79	C+
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 graded and commented on in webcourses, you will be notified when grading is finished. Graded written assignments will be marked up and available in Webcourses for viewing. 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.

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, or writing assignments. Writing assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for each following day.

Course Policies: Technology and Media

Email: Please email me with any questions, 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 page, syllabus, additional readings, handouts, power points. Please check your frequency of notifications so that you will be sure to receive messages about the course in a timely manner.

Laptop Usage: Laptops or tablets are allowed for taking notes, and we also will often be looking up case studies and statutes during class, so a laptop, pad, or smart phone would be useful.

Course Policies: Student Expectations

Disability Access: 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.

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 <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

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

Academic Conduct Policy: 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>>.

Make-Up Assignments for Authorized University Events or Co-curricular

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

University Writing Center: 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.

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/5.020ReligiousObservancesFINAJan19.pdf>>.

COURSE SCHEDULE (subject to change)

WEEK 1 (January 7): INTRODUCTION TO THE COURSE

TOPIC A. Course Syllabus, Course Goals and Expectations, Class Introductions,

TOPIC B. What are Cultural Resources – and Why do They Need to be Managed?

HOME ASSIGNMENTS:

1. Catch up reading: Neumann and Sanford 2010, Chapter 1
2. Go to the National Park Service Archaeology Program website <http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm> and download (and/or print out) the statute text files on the Antiquities Act, National Historic Preservation Act, Archeological and Historic Preservation Act, and Archaeological Resources Protection Act. Click on to the Act files on the right of the first screen you encounter on the website, then scroll down to the sources section to find the statute texts. Each of you

will choose an act to present and be the “expert” on for the next class, bring the files with you in print or on a device.

WEEK 2 (January 14): CULTURAL RESOURCE LAWS, RULES AND REGULATIONS I

TOPIC A . A Short History of Cultural Resource Management in the United States: Why, Who, When

TOPIC B. Rules and Regulations I: Antiquities Act (1906), Historic Sites Act (1935), National Historic Preservation Act (1966), Archaeological and Historic Preservation Act (1974).

TOPIC C. Artifact analysis and data curation in CRM vs. Academia-Who owns the past?

READINGS:

Neumann and Sanford 2010, Chapters 2, 3

King 2008, Chapters 1, 3 maybe chap4 and 3 next time?

HOME ASSIGNMENT: Go to the National Park Service Archaeology Program website <http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm> and download the statute text files on the Archaeological Resources Protection Act, Abandoned Shipwreck Act, Native American Graves Protection and Repatriation Act, and 36 CFR 79. Click on to the Act files on the right of the first screen you encounter on the website, then scroll down to the sources section to find the statute texts. Each of you will choose an act to present and be the “expert” on for the next class, bring the files with you in print or on a device.

GUEST SPEAKER: Jeffery Ferguson, University of Missouri Research Reactor Center

WEEK 3 (January 21): CULTURAL RESOURCE LAWS, RULES AND REGULATIONS II AND NATIONAL REGISTER OF HISTORIC PLACES

TOPIC A: Rules and Regulations II: Archaeological Resources Protection Act (1979), Abandoned Shipwreck Act (1987), Native American Graves Protection and Repatriation Act (1990), and 36 CFR 79 (1990).

TOPIC B: National Register of Historic Places: A Guide for Archaeologists

READINGS:

Sprinkle, John H.

2014 *Crafting Preservation Criteria: The National Register of Historic Places and American Historic Preservation*. Routledge, London

CHAPTER 2 An Orderly, Balanced and Comprehensive Panorama

CHAPTER 5 A More Difficult Problem

CHAPTER 8 Le Tout Ensemble

King, Thomas F.

1998 *Cultural Resource Laws and Practice: An Introductory Guide*. Altamira Press, Walnut Creek, California.

CHAPTER 3 Historic Properties as Cultural Resources: The National Register of Historic Places

Hardesty, Donald L. and Barbara J. Little

2009 *Assessing Site Significance: A Guide for Archaeologists and Historians*. Second Edition. Altamira Press, New York.

CHAPTER 2 Determining National Register Eligibility

CHAPTER 3 Scientific and Scholarly Significance

King, Thomas F.

2016 Cultural Resources in Environmental Impact Assessment. *Environmental Practice* 18(3):2-5

King, Thomas F.

2006 How Micronesia Changed the U.S. Historic Preservation Program and the Importance of Keeping it from Changing Back. *Micronesian Journal of the Humanities and Social Sciences*, 5(1/2):505-516.

READINGS:

Neumann and Sanford 2010, Chapter 2

King 2008, Chapters 4, 6

HOME ASSIGNMENT (GRADED SHORT ASSIGNMENT #1): 1. Go to the website of your home town (or choose a different city if you prefer—US or international!) and check if they have a statement on the preservation of cultural resources – it may be listed within instructions for building and new developments, on a special page for historic properties, or not listed at all. Discuss your results of this search in a paragraph and then tackle the following question: Are cultural resources in your township threatened by development or other activities? Which cultural resources are threatened, and what would you do if you were elected to protect them? Please write no more than 4 double-spaced pages. You will present these results in the next class **SUBMIT THIS ASSIGNMENT VIA WEBCOURSES (January 27)**.

WEEK 4 (January 28): DOING ARCHAEOLOGICAL CRM (PROPOSALS AND CONTRACTS, CONSULTATION)

READINGS:

Neumann, Thomas W., Robert M. Sanford
2010 *Practicing Archaeology : An Introduction to Cultural Resources Archaeology*.
Altimira Press, New York

CHAPTER 3 Proposals and Contracts

CHAPTER 4 Preparing the Project Background

CHAPTER 5 The Phase I Process: Identification of Possible Historic
Properties

Perry, Richard and M. Jay Stotman
2012 *Scoping Archaeological Projects in Relation to Specific Regulations*. In
Archaeology in Society: Its Relevance in the Modern World, edited by Marcy
Rockman and Joe Flatman, pp. 111-122. Springer, New York.

Nissley, Claudia and Thomas F. King
2014 *Consultation and Cultural Heritage: Let Us Reason Together*. Altimira Press,
New York.

CHAPTER 2 What is Consultation and What is it For?

CHAPTER 3 Seeking

CHAPTER 4 Discussing

CHAPTER 5 Considering

CHAPTER 6 Seeking Agreement

CHAPTER 7 Reasoning Together – or Not

GUEST SPEAKER: Amanda Groff, University of Central Florida

HOME ASSIGNMENT: Find a CRM report, critique it according to instructions for report preparation chapter 9 of Neumann and Sanford. Is anything missing? What is boiler plate? What are the findings and recommendations? What would you do differently or in addition?

WEEK 5 (February 4): DOING ARCHAEOLOGICAL CRM (MITIGATION, CURATION AND REVIEW)

READINGS:

Neumann, Thomas W., and Robert M. Sanford
2001 *Practicing Archaeology: A Training Manual for Cultural Resources Archaeology*.
Altamira Press, Walnut Creek, California.

CHAPTER 6 The Phase II Process: Testing and Evaluation

CHAPTER 7 The Phase III Process: Mitigation through Data Recovery

CHAPTER 8 Laboratory Structure, Processing, Analysis

CHAPTER 9 Report Preparation and Production

Limp, Fredrick W.
2005 Curation of Data. In Handbook of Archaeological Methods, edited by Herbert D. G. Maschner and Christopher Chippindale. AltaMira Press, Lanham, MD.

Love, Michael
2005 Funding Archaeological Research. In Handbook of Archaeological Methods, edited by Herbert D. G. Maschner and Christopher Chippindale. AltaMira Press, Lanham, MD.

Kersel, Morag M.
2015 Storage Wars: Solving the Archaeological Curation Crisis? *Journal of Eastern Mediterranean Archaeology and Heritage Studies*, 3(1):42-54.

Bawaya, Michael
2007 Curation in Crisis. *Science* 317 (5841);1025-1026

GUEST SPEAKER: Ed Gonzalez-Tennant, University of Central Florida

HOME ASSIGNMENT: Link to the websites of Florida State Historic Preservation Office <http://dos.myflorida.com/historical/> and the Florida Trust for Historic Preservation <http://www.floridatrust.org/what-we-do/advocacy> Compare the information and guidelines concerning archaeological resources on each of these websites – print out some of the pertinent information and bring to class.
Which group more actively promotes the importance of archaeological resources?

WEEK 6 (February 11): CRM IN FLORIDA

TOPIC A. SHPOs and Regulations in Florida – A Ground View

TOPIC B. Selected Case Studies from Florida

READINGS: TBA

GUEST SPEAKER: Kevin Gidusko, Paleowest

HOME ASSIGNMENT: Modify your CV into a resume and create a cover letter (as per instructions in White 2013) in response to a CRM job that you find posted online. Bring these (printed out) to class next time and we will workshop them together.

WEEK 7 (February 18): GETTING A JOB IN CRM

TOPIC A. Finding jobs

TOPIC B. Resume and Cover Letter Prep

READINGS:

White, William. 2013. *Resume-Writing for Archaeologists*. Succinct Research; First Edition edition

Other readings TBA

HOME ASSIGNMENT: 1. Go to the National Park Service Archaeology Program website <http://www.nps.gov/archeology/TOOLS/LAWS/AntAct.htm> and download or print out the statute text file on the Native American Graves Protection and Repatriation Act. BRING THESE MATERIALS WITH YOU TO OUR NEXT CLASS. 2. Compile a list of federally-recognized and non-federally recognized indigenous peoples for the state you will be assigned. Find the websites for 2-3 of these indigenous groups – and take notes on whether the websites present opinions on cultural resources/sacred sites/artifacts. BRING THESE MATERIALS WITH YOU TO NEXT CLASS (February 25).

WEEK 8 (February 25): NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT

TOPIC A. NAGPRA – History and Evolution

TOPIC B. Sacred Sites, Tribal Historic Preservation Offices, Collaborative Archaeology

READINGS:

King 2008: 261, 270; 397-404. Read the NAGPRA statute text again

READINGS ON WEBCOURSES:

King, Thomas F. 2003: *Places That Count: Traditional Cultural Properties in Cultural Resource Management*, Chapters 6 and 7. Walnut Creek, CA, AltaMira Press.

Ferguson, T.J., Joe Watkins, and Gordon L. Pullar. 1997: Native Americans and Archaeologists: Commentary and Personal Perspectives. In *Native Americans and Archaeologists: Stepping Stones to Common Ground*, pp. 237-252. Walnut Creek, CA, AltaMira Press,

Watkins, Joe. 2003: Ethics and American Indians. In *Ethical Issues in Archaeology*, edited by Larry J. Zimmerman, Karen D. Vitelli, Julie Hollowell-Zimmer, pp. 129-141. Walnut Creek, CA, AltaMira Press.

Begay, Richard M. 1997: The Role of Archaeology on Indian Lands: The Navajo Nation. In *Native Americans and Archaeologists: Stepping Stones to Common Ground*, pp. 161-166. Walnut Creek, CA, AltaMira Press.

Grumet, Robert S. and David S. Brose. 2000: The Earliest Americans, *Common Ground* 2000 (Spring/Summer): 15-19.

HOME ASSIGNMENT: Look up cases of collections management, especially related to CRM, but can be US or international. What are some of the challenges? Successes? Problems? Present one case study to the class on March 3.

GUEST SPEAKER: T.J. Ferguson, University of Arizona

**WEEK 9 (March 3): COLLECTIONS MANAGEMENT; PROTECTING/CONSERVING
ARCHAEOLOGICAL SITES AND PUBLIC OUTREACH**

TOPIC A. What is Archaeological Conservation and Collections Management?

TOPIC B. What Can CRM Do with An Excavated Site – Preserve It? Exhibit It? Show It? Case Studies from Florida, New York, and Alaska

READINGS ON WEBCOURSES:

Bohnert, Allen. 1999: A Workshop: Integrating Field Archeology, Conservation, and Culturally Appropriate Treatments. *CRM* Volume 22, No. 7, pp. 47-49.

Burke, Martin. 1999: Contracting for Object Conservation Treatment. *CRM* Volume 22, No. 7, pp. 30-31.

Bustard, Wendy. 2000: Archeological Curation in the 21st Century: Or, Making Sure the Roof Doesn't Blow Off. *CRM* Volume 23, No. 5, pp. 10-15.

Thompson, Raymond H. 2000: The Crisis in Archeological Collections Management. *CRM* Volume 23. No. 5, pp. 4-6.

GUEST SPEAKER: Zack Gilmore, Rollins College

HOME ASSIGNMENT: *From the UNESCO web site:* According to the World Heritage Convention, "cultural heritage" is a monument, group of buildings or site of historical, aesthetic, archaeological, scientific, ethnological or anthropological value. "Natural heritage" designates outstanding physical, biological, and geological features; habitats of threatened plants or animal species and areas of value on scientific or aesthetic grounds or from the point of view of conservation. UNESCO's World Heritage mission is to:

- a) encourage countries to sign the Convention and ensure the protection of their own natural and cultural heritage;
- b) encourage States Parties to the Convention to nominate sites within their national territory for inclusion on the World Heritage List

You will each be assigned a topic/website from the list below to present in class:

WEB:

UNESCO on “Defining Our Heritage”:

http://whc.unesco.org/nwhc/pages/doc/dc_dc_f1.htm

UNESCO World Heritage List:

<http://fp.thesalmons.org/lynn/world.heritage.html>

Heritage At Risk (H@R!) and also click on the 2000, 2001, and 2002 reports:

<http://www.international.icomos.org/risk/index.html>

chronological development of cultural policy (conventions) in 20th century: see “Getty Conservation Cultural Heritage Policy Documents”:

<http://www.getty.edu/conservation/resources/charters.html>

about ICOMOS:

http://www.icomos.org/ICOMOS_Main_Page.html

Convention Concerning the Protection of the World Cultural and Natural Heritage (this is the World Heritage Convention):

http://whc.unesco.org/world_he.htm#debut

<http://whc.unesco.org/archive/out/howtext.htm>

details about the World Heritage Convention such as States Parties-Ratification Status; Members of the World Heritage Committee; Members of the Bureau; Operational Guidelines:

http://whc.unesco.org/toc/toc_index.htm

“The World Heritage Convention, twenty years later”:

<http://whc.unesco.org/8pubs.htm#debut> [on this page look down and click on English]

or go directly to: <http://whc.unesco.org/books/pressouyre93.pdf>

UNESCO Universal Declaration on Cultural Diversity:

http://www.unesco.org/culture/pluralism/diversity/html_eng/decl_en.shtml

World Monuments Fund:

<http://wmf.org>

recommended on WEB:

World Heritage and the Relationship between the Global and the Local:

<http://folk.uio.no/atleom/master/contents.htm>

WAC 4 (1999) symposium on World Heritage Convention:

<http://www.wac.uct.ac.za/wac4/symposia/abstracts/s001.pdf>

Cultural landscapes as part of the World Heritage

Convention: <http://www.iucn.org/bookstore/bulletin/2001/wc2english/content/page17connecting.pdf>

WEEK 10-SPRING BREAK

WEEK 11 (March 17): HERITAGE LAWS: INTERNATIONAL AND THE CONCEPT OF WORLD HERITAGE

TOPIC A. World Heritage Laws

TOPIC B. Case Studies in International Heritage Management

“World archaeology - the world’s cultural heritage” by Joachim Herrmann in *Archaeological Heritage Management in the Modern World*, edited by H. F. Cleere, pp. 30-37. (Unwin Hyman, 1989)

“The World Heritage Convention in the Third World” by Henry Cleere in *Cultural Resource Management in Contemporary Society: Perspectives on Managing and Presenting the Past*, edited by Francis P. Mcmanamon and Alf Hatton (Routledge, 2000)

“The ICOMOS International Committee on Archaeological Heritage Management (ICAHM)” by Margareta Biornstad in *Archaeological Heritage Management in the Modern World*, edited by H. F. Cleere, pp. 70-75. (Unwin Hyman, 1989)

“Public Archaeology Forum - Hester A Davis - ICOMOS Adopts Archaeology Heritage Charter: Text and Commentary. by Ricardo J. Elia” *Journal of Field Archaeology* 20: 97-104 (1993)

“UNESCO votes new Intangible Cultural Heritage Convention” by Richard Kurin, in *Anthropology News*, December 2003, pages 21-22

GUEST SPEAKER: Cancelled

Readings unchanged (see module)

For Participation points (3): Online discussion about UNESCO

For Attendance points (10): Written assignment about nominating a site as a World Heritage site

HOME ASSIGNMENT: Find one example of international CRM to present to the class on

March 24th

WEEK 12 (March 24): INTERNATIONAL CRM CASE STUDIES

TOPIC A. International Archaeology and Cultural Resource Management

TOPIC B. Case Studies in International CRM

READINGS ON WEBCOURSES:

Hamlin, Ann. Archaeological Heritage Management in Northern Ireland: Challenges and Solutions. In *Cultural Resource Management in Contemporary Society*, pp. 66-75. London: Routledge.

Silverman, Helaine. Cultural Resource Management and Cultural Heritage in Peru. *CRM* Volume 3(2): 57-72

Whitelaw, Gavin. 2005: Plastic Value: Archaeological Significance in South Africa, *In Heritage of Value, Archaeology of Renown: Managing Archaeological Assessment and Significance*. Gainesville, FL: University Press of Florida, pp 137-156.

GUEST SPEAKER: Scott Branting, University of Central Florida

Readings unchanged (see module)

Participation points (3): Possible zoom meeting with Scott Branting and/or online discussion.

Attendance points (10): Written assignment is a summary of an article on international CRM

**WEEK 13 (March 31): TOPIC CHANGED FROM THE BUSINESS OF CRM TO:
COMMUNICATING THE IMPORTANCE OF PROTECTING CULTURAL RESOURCES**

READINGS ON WEBCOURSES:

McManamon, Francis P. "Archaeological messages and messengers." *Public Archaeology* 1, no. 1 (2000): 5-20

Knudson, Ruthann. "Cultural resource management in context." *Archives and Museum Informatics* 13, no. 3-4 (1999): 359-381.

Science Communication in Archaeology:

https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-0465-2_34

GUEST SPEAKER: Interview with Tom King available on Youtube

For Participation points (3): Online discussion about communicating findings to the public

For Attendance points (5): Written assignment about arguing for increased funding for cultural resource preservation

WEEK 14 (April 7): PRIVATE AND GOVERNMENT CRM ARCHAEOLOGY, AND THE MILITARY

TOPIC A. Working in Government/Military CRM

TOPIC B. Case Studies in Government/Military CRM

Altschul, Jeffrey H. and Thomas C. Patterson

2010 Trends in Employment and Training in American Archaeology. In *Voices in American Archaeology*, edited by Ashmore, Wendy, Dorothy Lipert and Barbara Mills, pp. 291-316. SAA Press, Washington D.C.

Metcalf, Michael D. and Jim Moses

2012 Building an Archaeological Business. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 87-96. Springer, New York.

Altschul, Jeffry

The Effect of the Global Recession on Cultural Resources Management in the United States. In *Archaeology and the Global Economic Crisis: Multiple Impacts, Possible Solutions*, edited by Nathian Schlanger and Kenneth Aitchison pp. 103-106. Culture Lab Editions, Tervuren Belgium (on-line access: http://www.landward.eu/2010_25Archaeology-and-the-crisis.pdf)

Nash, Stephen E and Nancy O'Malley

2012 The Changing Mission of Museums. In *Archaeology in Society: Its Relevance in the Modern World*, edited by Marcy Rockman and Joe Flatman, pp. 97-110. Springer, New York.

Rush, Laurie

2012 Working with the Military to Protect Archaeological Sites and Other Forms of Cultural Property. *World Archaeology* 44(3):359-377.

GUEST SPEAKER: Zac Nelson, Bureau of Land Management (we will try to connect with Dr. Nelson via zoom for 1 hour during our normal class time, if we are not able, we will have an online discussion to replace this activity for 3 participation points)

For Attendance points (10): Find one example of Government/Military CRM project and make an outline of the article.

WEEK 15 (April 14): PULLING IT ALL TOGETHER: WHERE FROM HERE FOR CULTURAL RESOURCE MANAGEMENT?

TOPIC A. Where from Here?

TOPIC B. Student Presentations (Optional)

READINGS:

King 2008, Chapter 8

READINGS ON WEBCOURSES:

Hardesty, Donald L. and Barbara J. Little. 2000: *Assessing Archaeological Significance: A Guide for Archaeologists and Historians*, Chapter 8. Lanham, MD: AltaMira Press.

Patterson, Thomas C. 1999: The Political Economy of Archaeology in the United States. *Annual Review of Anthropology* 28: 155-174.

Jameson, John H. Public Interpretation, Education, and Outreach The Growing Predominance in American Archaeology. In *Cultural Resource Management in Contemporary Society*, pp. 288-289. London: Routledge.

For Participation points (3): Online discussion about the future of CRM archaeology

Attendance points will not be recorded for this day.

***Student Presentations will be made optional, students can record their presentation in zoom, powerpoint, etc. and submit to me via webcourses, but if you choose not to your grade will not be impacted and will be recorded as the same grade that is currently showing in webcourses.

FINAL PAPER DUE: Monday, April 27th @ 11:59PM in Webcourses (Considered as your final exam)

ANG 6405-0001
Food Security and Sustainability
Spring 2020

Course Information

Wednesday 12:00PM-2:50pm
HPH 0409M

Contacting the Professor

Office Hours: Tuesday 1-3pm or by appointment
Office: Philips Hall, Room 309J
Phone: (407) 823-4611
Fax: (407) 823-3498
E-mail: Ty.Matejowsky@ucf.edu

Course Catalog Description

Global concepts of food security and sustainability including an examination of the social, economic, and environmental dimensions of how humans produce and consume food

Course Objectives

This course examines the concepts of food security and sustainability in both the Global North and South. The social, economic, and environmental dimensions of how humans produce and consume food has wide ranging implications for populations that cut across geography and history. The challenges faced by humanity on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important policy implications that impact future directions of political economies worldwide.

Student Learning Outcomes

1. Students will be able to define the concepts of “food security” and “sustainability” from various theoretical perspectives.
2. Students will be able to trace human food cultivation from our earliest attempts at cultivation to today’s massive global food production apparatus.
3. Students will gain insight about different types of sustainable agriculture systems, their origins, and (dis)advantages.
4. Students will understand anthropology’s role in the policy debates surrounding food security and sustainability.

Course Materials and Resources

There are no required textbooks or equipment for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in PDF format on Webcourses or through UCF Libraries. Each week’s module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases:

<http://guides.ucf.edu/databases>.

Class Format

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short lectures will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes.

Weekly Writing Assignments

Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class. Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership

Students will lead class discussion based on assigned readings throughout the semester. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation

All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or non-engaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Final Paper

All students must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will relate the food security/sustainability topics covered in class to a particular country in the Global South. Papers can include text and figures and must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions. Please incorporate in your paper all or most readings from the course that are relevant to your particular topic. The use of scholarly journal articles and book chapters is expected. Please keep website information to a minimum (i.e. no Wikipedia). Due: 4/22/20

Paper Proposal

Students must turn in a 1-2 page (double spaced and with bibliography) Proposal for Final Papers. The bibliography does not count toward the 1-2 page Proposal limit. Students will receive written feedback on their Proposals at that time; however I encourage you to verbally discuss your ideas with me during my office hours in advance of writing your Proposal. Due: 2/19/20

Presentation of Final Paper

During the class period of week 14, students will present their Final Papers to their colleagues in class. Students will have approximately 15-20 minutes for their presentation. Please allow a few minutes at the end of your presentation for questions and comments. Students may use Power Point for a portion of their presentation or the entire talk but are not required to do so. As before, please feel free to be creative while keeping the presentation concise and of high quality both intellectually and visually.

Final Exam

There is no final exam in this course.

Grading Policy:

1. Twelve Short Reaction Papers: **20%** (due every Thursday by 11:59am, electronically on Webcourses so that others can read it; any lateness will be reflected in the grade)
2. Attendance, Discussions and Participation: total **30%** (absences will be noted)
 - a. Discussion Leadership: **15%** (evaluated after each class)
 - b. Non-Leadership Participation: **15%** (evaluated after each class)
3. Proposal (Research Paper): **5%** (Due on 2/19/20)
4. Presentation of Final Paper (**15%**) (will begin from week 14)
5. Final Paper (Research Paper): **30%** (Due 4/22/20, midnight, electronically)

Grading Scale:

A = 93+, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F= 59 or below

I will only discuss matters related to grades during office hours or by appointment.

Changes in the Syllabus: The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

Withdrawals: The drop date for spring 2020 is **March 20** which is the last date to withdraw or drop out without grade penalty.

Tentative Class Schedule

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Classes	Topics	Readings and Assignments
Week 1 January 8	Class Introduction; Syllabus Review; Weekly Discussion Topic Sign-up	Complete online attendance assignment
Week 2 January 15	Sustainable Agriculture & Global Change	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (xi-29) • Godfray, Charles "Food Security: The Challenge of Feeding 9 Billion" (2010) • Rockstrom, Johan "A Safe Operating Space for Humanity" (2009)
Week 3 January 22	What is Food Security?	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (14-29) • Brown, Lester "The New Geopolitics of Food" (2011) • Barrett, Christopher "Measuring Food Security" (2010)
Week 4 January 29	Culture and Global Agriculture	<ul style="list-style-type: none"> • Diamond, Jared "Worst Mistake in the History of the Human Race" (1987) • Ellis, Erle C. et al "Used Planet: A Global History" (2013) • Lewis, Simon L. & Mark A. Maslin "Defining the Anthropocene" (2015).
Week 5 February 5	Climate Change and Food Production	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (135-153) • Vermuelen, Sonja et al "Options for Support to Agriculture and Food Security under Climate Change" (2012) • Wheeler, Tim et al "Climate Change Impacts on Global Food Security" (2013)
Week 6 February 12	Soil and Land Conservation	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (48-68) • Sanchez, Pedro "The State of Soil Degradation in Sub-Saharan Africa: Baselines, Trajectories, and Solutions" (2015) • Lal, Rattan "Soil Carbon Sequestration" (2004) • Hillel, Daniel "The Mission of Soil Science in a Changing World" (2009)
Week 7 February 19	Water Conservation (Proposals Due)	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (30-47) • Rockstrom, Johan "Assessing the Water Challenge of a New Green Revolution" (2007) • Hanjra, Munir "Global Water Crisis and Food Security in an Era of Climate Change" (2010)
Week 8 February 26	Organic and Synthetic Fertilizers	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (69-85) • Cordell, Dana "The Story of Phosphorus:

		<p>Global Food Security and Food for Thought” (2009)</p> <ul style="list-style-type: none"> • Denning, G “Input Subsidies to Improve Smallholder Maize Productivity in Malawi” (2009)
Week 9 March 4	Global Impact of Livestock Systems	<ul style="list-style-type: none"> • Henning, Brian “Standing in ‘Livestock’s Long Shadow’: The Ethics of Eating Meat on a Small Planet” (2011) • McMichael, Anthony “Food, Livestock Production, Energy, Climate Change, and Health” (2007) • Herrero, M. & P.K. Thornton “Smart Investments in Sustainable Food Production: Revisiting Mixed Crop-Livestock Systems (2010)
Week 10 March 18	Agriculture, Fossil Fuels, and Energy Dependence	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (119-134) • Pimentel, David “Food for Thought: A Review of the Role of Energy in Current and Evolving Agriculture” (2011) • Garnett, Tara “Where are the Best Opportunities for Reducing Greenhouse Gas Emissions in the Food System (including the Food Chain)?” (2011)
Week 11 March 25	Global Population Growth	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (154-167) • Ehrlich, Paul and Anne “Can a Collapse of Global Civilization be Avoided” (2013) • Bongaarts, J “Human Population Growth and Demographic Transition” (2009)
Week 12 April 1	Biotechnology, biofuels, labeling, and other emerging issues	<ul style="list-style-type: none"> • Tilman, David et al “Beneficial Biofuels: The Food, Energy, and Environment Trilemma” (2009) • Ronald, Pamela “Plant Genetics, Sustainable Agriculture and Global Food Security” (2011) • Grunert, Klaus G. et al “Sustainability Labels on Food Products: Consumer Motivation, Understanding, and Use” (2014)
Week 13 April 8	Food Movements and Sustainable Strategies	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (168-203) • Fedoroff, NV “Radically Rethinking Agriculture” (2010) • Glover, Jerry “Plant Perennials to Save Africa’s Soils” (2012) • Garrity, Dennis “Evergreen Agriculture: A Robust Approach to Food Security in Africa” (2010)
Week 14 April 15	Student Presentations	
Week 15 April 22	All Final Papers Due Electronically by 11:59 pm	

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	<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> <p>Readings unavailable through the UCF Libraries website will also be available through Webcourses.</p>
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	<p>Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able.</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>
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide official written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.</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</p>

Course Accessibility	<p>We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (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.</p>
Emergency Procedures	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <p style="padding-left: 40px;">In case of an emergency, dial 911 for assistance.</p> <p style="padding-left: 40px;">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>.</p> <p style="padding-left: 40px;">Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</p> <p style="padding-left: 40px;">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).</p> <p style="padding-left: 40px;">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."</p> <p style="padding-left: 40px;">Students with special needs related to emergency situations should speak with their instructors outside of class.</p> <p style="padding-left: 40px;">To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).</p>
Deployed Active	Students who are deployed active duty military and/or National

Military Students	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
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ANG 6405-0001
Food Security and Sustainability
Spring 2020 (revision 2)

Course Information

Wednesday 12:00PM-2:50pm (remote instruction as of March 16,2020)
HPH 0409M

Contacting the Professor

Office Hours: Tuesday 1-3pm or by appointment
Office: Philips Hall, Room 309J
Phone: (407) 823-4611
Fax: (407) 823-3498
E-mail: Ty.Matejowsky@ucf.edu

Course Catalog Description

Global concepts of food security and sustainability including an examination of the social, economic, and environmental dimensions of how humans produce and consume food

Course Objectives

This course examines the concepts of food security and sustainability in both the Global North and South. The social, economic, and environmental dimensions of how humans produce and consume food has wide ranging implications for populations that cut across geography and history. The challenges faced by humanity on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important policy implications that impact future directions of political economies worldwide.

Student Learning Outcomes

1. Students will be able to define the concepts of “food security” and “sustainability” from various theoretical perspectives.
2. Students will be able to trace human food cultivation from our earliest attempts at cultivation to today’s massive global food production apparatus.
3. Students will gain insight about different types of sustainable agriculture systems, their origins, and (dis)advantages.
4. Students will understand anthropology’s role in the policy debates surrounding food security and sustainability.

Course Materials and Resources

There are no required textbooks or equipment for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in PDF format on Webcourses or through UCF Libraries. Each week’s module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases:
<http://guides.ucf.edu/databases>.

Class Format (remote instruction as of March 16,2020)

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short lectures will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes.

Weekly Writing Assignments

Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class. Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership

Students will lead class discussion based on assigned readings throughout the semester. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Pursuant to the UCF decision to move to remote instruction for the duration of **spring 2020**. A few slight changes to class procedures will be enacted effective immediately. Discussion leaders will need to submit their class discussion questions to everyone before the previously regular class time (Wednesdays 12 pm). Having these questions available will help inform the analysis of your reaction papers due the next day.

Weekly Participation (remote instruction as of March 16,2020)

All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or non-engaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Final Paper

All students must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will relate the food security/sustainability topics covered in class to a particular country in the Global South. Papers can include text and figures and must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions. Please incorporate in your paper all or most readings from the course that are

relevant to your particular topic. The use of scholarly journal articles and book chapters is expected. Please keep website information to a minimum (i.e. no Wikipedia). Due: 4/22/20

Paper Proposal

Students must turn in a 1-2 page (double spaced and with bibliography) Proposal for Final Papers. The bibliography does not count toward the 1-2 page Proposal limit. Students will receive written feedback on their Proposals at that time; however I encourage you to verbally discuss your ideas with me during my office hours in advance of writing your Proposal. Due: 2/19/20

Presentation of Final Paper

During the class period of week 14, students will present their Final Papers to their colleagues in class. Students will have approximately 15-20 minutes for their presentation. Please allow a few minutes at the end of your presentation for questions and comments. Students may use Power Point for a portion of their presentation or the entire talk but are not required to do so. As before, please feel free to be creative while keeping the presentation concise and of high quality both intellectually and visually.

Pursuant to UCF going to remote instruction for the rest of the spring 2020, students will upload their Final Paper power point presentations to the Canvas course section by 12pm 4/15/20 in lieu of presenting paper findings in class. Although this is not ideal, it will give students a chance to share their paper findings with classmates.

Final Exam

There is no final exam in this course.

Grading Policy:

1. Twelve Short Reaction Papers: **20%** (due every Thursday by 11:59am, electronically on Webcourses so that others can read it; any lateness will be reflected in the grade)
2. Attendance, Discussions and Participation: total **30%** (absences will be noted)
 - a. Discussion Leadership: **15%** (evaluated after each class)
 - b. Non-Leadership Participation: **15%** (evaluated after each class)
3. Proposal (Research Paper): **5%** (Due on 2/19/20)
4. Presentation of Final Paper (**15%**) (will begin from week 14)
5. Final Paper (Research Paper): **30%** (Due 4//22/20, midnight, electronically)

Grading Scale:

A = 93+, A- = 90-92, B+ = 88-89, B = 83-87, B- = 80-82, C+ = 78-79, C = 73-77, C- = 70-72, D+ = 68-69, D = 63-67, D- = 60-62, F= 59 or below

I will only discuss matters related to grades during office hours or by appointment.

Changes in the Syllabus: The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

Withdrawals: The drop date for spring 2020 is **March 20** which is the last date to withdraw or drop out without grade penalty.

Tentative Class Schedule

Note: *This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.*

Classes	Topics	Readings and Assignments
Week 1 January 8	Class Introduction; Syllabus Review; Weekly Discussion Topic Sign-up	Complete online attendance assignment
Week 2 January 15	Sustainable Agriculture & Global Change	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (xi-29) • Godfray, Charles "Food Security: The Challenge of Feeding 9 Billion" (2010) • Rockstrom, Johan "A Safe Operating Space for Humanity" (2009)
Week 3 January 22	What is Food Security?	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (14-29) • Brown, Lester "The New Geopolitics of Food" (2011) • Barrett, Christopher "Measuring Food Security" (2010)
Week 4 January 29	Culture and Global Agriculture	<ul style="list-style-type: none"> • Diamond, Jared "Worst Mistake in the History of the Human Race" (1987) • Ellis, Erle C. et al "Used Planet: A Global History" (2013) • Lewis, Simon L. & Mark A. Maslin "Defining the Anthropocene" (2015).
Week 5 February 5	Climate Change and Food Production	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (135-153) • Vermuelen, Sonja et al "Options for Support to Agriculture and Food Security under Climate Change" (2012) • Wheeler, Tim et al "Climate Change Impacts on Global Food Security" (2013)
Week 6 February 12	Soil and Land Conservation	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (48-68) • Sanchez, Pedro "The State of Soil Degradation in Sub-Saharan Africa: Baselines, Trajectories, and Solutions" (2015)

		<ul style="list-style-type: none"> • Lal, Rattan “Soil Carbon Sequestration” (2004) • Hillel, Daniel “The Mission of Soil Science in a Changing World” (2009)
Week 7 February 19	Water Conservation (Proposals Due)	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (30-47) • Rockstrom, Johan “Assessing the Water Challenge of a New Green Revolution” (2007) • Hanjra, Munir “Global Water Crisis and Food Security in an Era of Climate Change” (2010)
Week 8 February 26	Organic and Synthetic Fertilizers	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (69-85) • Cordell, Dana “The Story of Phosphorus: Global Food Security and Food for Thought” (2009) • Denning, G “Input Subsidies to Improve Smallholder Maize Productivity in Malawi” (2009)
Week 9 March 4	Global Impact of Livestock Systems	<ul style="list-style-type: none"> • Henning, Brian “Standing in ‘Livestock’s Long Shadow’: The Ethics of Eating Meat on a Small Planet” (2011) • McMichael, Anthony “Food, Livestock Production, Energy, Climate Change, and Health” (2007) • Herrero, M. & P.K. Thornton “Smart Investments in Sustainable Food Production: Revisiting Mixed Crop-Livestock Systems (2010)
Week 10 March 18	Agriculture, Fossil Fuels, and Energy Dependence	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (119-134) • Pimentel, David “Food for Thought: A Review of the Role of Energy in Current and Evolving Agriculture” (2011) • Garnett, Tara “Where are the Best Opportunities for Reducing Greenhouse Gas Emissions in the Food System (including the Food Chain)?” (2011)
Week 11 March 25	Global Population Growth	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (154-167) • Ehrlich, Paul and Anne “Can a Collapse of Global Civilization be Avoided” (2013) • Bongaarts, J “Human Population Growth and Demographic Transition” (2009)
Week 12 April 1	Biotechnology, biofuels, labeling, and other emerging issues	<ul style="list-style-type: none"> • Tilman, David et al “Beneficial Biofuels: The Food, Energy, and Environment Trilemma” (2009) • Ronald, Pamela “Plant Genetics, Sustainable Agriculture and Global Food Security” (2011) • Grunert, Klaus G. et al “Sustainability Labels on Food Products: Consumer Motivation, Understanding, and Use” (2014)
Week 13 April 8	Food Movements and Sustainable Strategies	<ul style="list-style-type: none"> • <i>The Coming Famine</i> (168-203) • Fedoroff, NV “Radically Rethinking

		<p>Agriculture” (2010)</p> <ul style="list-style-type: none"> • Glover, Jerry “Plant Perennials to Save Africa’s Soils” (2012) • Garrity, Dennis “Evergreen Agriculture: A Robust Approach to Food Security in Africa” (2010)
Week 14 April 15	Student Presentations	
Week 15 April 22	All Final Papers Due Electronically by 11:59 pm	

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the “Evaluation” section of this syllabus.
Attendance and Participation	Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide official written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior,

	<p>notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/.</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</p>
Course Accessibility	<p>We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (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.</p>
Emergency Procedures	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <p style="padding-left: 40px;">In case of an emergency, dial 911 for assistance.</p> <p>Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.</p> <p>Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.</p> <p style="padding-left: 40px;">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).</p> <p>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</p>

	<p>Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”</p> <p>Students with special needs related to emergency situations should speak with their instructors outside of class.</p> <p>To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).</p>
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY



ANG 6498
Section 0001
Spring 2020

Tuesday: 12:00 pm – 2:50 pm
HPH 409M
3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursdays, 11:00am – 3:00pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, qualitative methods play a particularly important role in the way we design our projects, collect and analyze data, and circulate our work both inside and outside academia. This graduate course is an exploration of the various qualitative methods that cultural anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as the less common, including focus groups, archival analysis, and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide students with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance students' own research projects and agendas through the use of qualitative methods.

Class Structure

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

Course Requirements

Attendance

Attendance for this course is required and monitored. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know **in advance** of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. If you are absent for **more than one class** without an excuse, you will lose attendance points.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. You are expected to attend class having read the required readings as well as your classmates' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**. Your participation will be recorded after each class.

Discussion leaders (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create a discussion plan. These discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

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

Chicago Style citations). Your reflections must be posted in the Discussion section of the Webcourses page by **11:59pm on the evening prior to class**. To receive full credit, reflections **cannot be just summaries**. They must be critical and insightful contemplations on **all of the weeks' readings** that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 13 Reading Reflections, but **your lowest Reading Reflection grade will be dropped**. Also, **you are expected to read your classmates' reflections before coming to class the following day**. Being familiar with your classmates' take on the readings ahead of time will enrich in-class discussions.

CITI Training

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

Project

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

Project Presentation

You will give an in-class **20-30 minute** presentation on your project to your classmates and Dr. Harris at the end of semester. Dr. Harris will provide more information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

Reading Reflections (12 out of 13)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Attendance and participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Reflections will be graded using the following scale: $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ (If you get more than one $\sqrt{}$ or $\sqrt{-}$, please see me to discuss.)

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

Course Policies

Respectful Behavior

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your “knights.ucf.edu” email and Webcourses inboxes on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an “A-” but the assignment is one day late, your grade will be a “B+”. If it is two days late, your grade will be a “B”. If it is three days late, your grade will be a “B-” and so on. Extensions will rarely be given except 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 grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

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 (AED). To learn where those are located: <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on the left)
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Course Schedule

Week 1

Tuesday, January 7

- TOPIC: Course Overview / Epistemology and Method
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Week 2

Tuesday, January 14

Reading
Reflection #1

- TOPIC: Participant Observation
- READINGS: Bernard, pg. 272-307

Venkatesh, Sudhir. 2002. "‘Doin’ the Hustle’: Constructing the Ethnographer in the American Ghetto." *Ethnography* 3(1):91-111.

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Week 3

Tuesday, January 21

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Reflection #2

- TOPIC: Interviews
- READINGS: Bernard, pg. 163-179, 184-232

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Week 4

Tuesday, January 28

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

Week 5

Tuesday, February 4

Reading
Reflection #4

- TOPIC: Focus Groups
 - READINGS: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: Sage Publications.
-

Week 6

Tuesday, February 11

Reading
Reflection #5

- TOPIC: Focus Groups
- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1):78-86.

Ward, Victoria M., Jane T. Bertrand, and Lisanne F. Brown. 1991. "The Comparability of Focus Group and Survey Results: Three Case Studies." *Evaluation Review* 15:266-283.

Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women's Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21:236-265.

Week 7

Tuesday, February 18

Reading
Reflection #6

- TOPIC: Digital Ethnography
- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, 39-60. London: Berg.

Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3):306-330.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: Sage Publications.

Cousineau, Luc S., Harrison Oakes, and Corey W. Johnson. 2019. "Appnography: Modifying Ethnography for App-Based Culture." In *Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life*, edited by Diana C. Parry, Corey W. Johnson, and Simone Fullagar, 95-117. Cham: Palgrave Macmillan.

Week 8

Tuesday, February 25

Reading Reflection #7 AND Proposal Due

- TOPIC: Digital Ethnography
- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1):4-17.

Krieg, Lisa Jenny, Moritz Berning, and Anita Hardon. 2017. "Anthropology with Algorithms? An Exploration of Online Drug Knowledge Using Digital Methods." *Medicine Anthropology Theory* 4(3):21-52.

McGranahan, Carole. 2019. "A Presidential Archive of Lies: Racism, Twitter, and a History of the Present." *International Journal of Communication* 13:3164-3182.

Week 9

Tuesday, March 3

Reading Reflection #8

- TOPIC: Visual Ethnography
- READINGS: Pink, Sarah. 2013. *Doing Visual Ethnography*. London: Sage Publications. (Ch. 4-7 – pg. 73-160)

De León, Jason. 2018. "The Photoethnographic Eye: Visualizing the Honduran Migrant Experience in Mexico." In *Photography and Migration*, edited by Tanya Sheehan, 115-130. Abington: Routledge.

Wang, Caroline, and Mary Ann Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education & Behavior* 24:369-387.

Johnson, Ginger A. 2011. "A Child's Right to Participation: Photovoice as Methodology for Documenting the Experiences of Children Living in Kenyan Orphanages." *Visual Anthropology Review* 27(2):141-161.

Week 10

Tuesday, March 10

- NO CLASS – SPRING BREAK
-

Week 11

Tuesday, March 17

Reading
Reflection #9

- TOPIC: Archives
- READINGS: Dirks, Nicholas B. 2002. "Annals of the Archive: Ethnographic Notes on the Sources of History." In *From the Margins: Historical Anthropology and Its Futures*, edited by Brian Keith Axel, 47-65. Durham: Duke University Press.

Stoler, Ann Laura. 2002. "Colonial Archives and the Arts of Governance." *Archival Science* 2:87-109.

Verdery, Katherine. 2014. "Ethnography in the Securitate Archive." *Acta Universitatis Sapientiae, Social Analysis* 4(1-2):7-29.

Murphy, Fiona. 2011. "Archives of Sorrow: An Exploration of Australia's Stolen Generations and Their Journey into the Past." *History and Anthropology* 22(4):481-495.

Week 12

Tuesday, March 24

Reading
Reflection #10

- TOPIC: Data Collection and Analysis
- READINGS: Bernard, pg. 308-322, 437-470

Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9):1277-1288.

Weston, Cynthia, Terry Gandell, Jacinthe Beauchamp, Lynn McAlpine, Carol Wiseman, and Cathy Beauchamp. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24(3):381-400.

Week 13

Tuesday, March 31

- TOPIC: Data Management
- GUEST LECTURE: Rachael Root
- READINGS: Bourdon, Sylvain. 2002. "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum: Qualitative Social Research* 3(2):Art. 11.

Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4):385-403.

Reading Reflection #11
AND
Data Collection and
Analysis Due

Week 14

Tuesday, April 7

- TOPIC: Indigenous Methodologies
- READINGS: Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Durham: Duke University Press. (Ch. 1 – pg. 17-37)

Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press. (Ch. 1 – pg. 23-38, Ch. 5 – pg. 94-108)

Porsanger, Jelena. 2004. "An Essay About Indigenous Methodology." URL: <https://munin.uit.no/bitstream/handle/10037/906/article.pdf>

Steinhauer, Evelyn. 2002. "Thoughts on an Indigenous Research Methodology." *Canadian Journal of Native Education* 26(2):69-81.

Reading
Reflection #12

Week 15

Tuesday, April 14

Reading
Reflection #13

- TOPIC: Feminist Ethnography
- READINGS: Skeggs, Beverley. 2001. "Feminist Ethnography." In *Handbook of Ethnography*, edited by Paul Atkinson, Amanda Coffey, Sara Delmont, John Lofland, and Lyn Lofland, 426-442. London: Sage Publications.

Abu-Lughod, Lila. 1990. "Can There Be a Feminist Ethnography?" *Women & Performance* 5(1):7-27.

Davis, Dána-Ain, and Christa Craven. 2016. *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. Lanham: Rowman & Littlefield. (Ch. 6 – pg. 121-143)

Harrison, Faye V. 2007. "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization." In *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann E. Kingsolver, 23-31. Santa Fe: School for Advanced Research Press.

FINALS WEEK

Tuesday, April 21

- Presentations (1:00pm – 3:50pm)

Project Report due via
Webcourses by 11:59pm

ADVANCED QUALITATIVE METHODS IN ANTHROPOLOGY



ANG 6498
Section 0001
Spring 2020

Tuesday: 12:00 pm – 2:50 pm
HPH 409M
3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Thursdays, 11:00am – 3:00pm

Course Description

Anthropologists employ a wide range of methods to conduct research. For cultural anthropologists, qualitative methods play a particularly important role in the way we design our projects, collect and analyze data, and circulate our work both inside and outside academia. This graduate course is an exploration of the various qualitative methods that cultural anthropologists use to carry out research. It will cover the more common methods, such as participant observation and interviews, as well as the less common, including focus groups, archival analysis, and digital ethnography. Course materials will also engage with topics and issues that pertain to the qualitative research process, including fieldwork challenges, ethical concerns, data analysis and management techniques, and research dissemination. Finally, students will engage with course material to complete several exercises to practice their research skills and work toward their own research goals using qualitative research methods.

Public Course Description

Advanced qualitative methods including data collection and analysis, writing ethnographies, and research presentation

Prerequisites

ANG 6801 and admission to the Ph.D. in Integrative Anthropological Sciences program *or* Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to expose students to different methodological approaches to qualitative research used by anthropologists; 2) to provide students with methodological techniques and strategies for conducting qualitative fieldwork and writing; and 3) to develop and advance students' own research projects and agendas through the use of qualitative methods.

Class Structure

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

Course Requirements

Attendance

Attendance for this course is required and monitored. You are allowed **one unexcused absence** during the semester. You must let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. If you are absent for **more than one class** without an excuse, you will lose attendance points. **UPDATE: Please let Dr. Harris know if you have difficulty attending class because of technological or COVID-19-related issues.**

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. You are expected to attend class having read the required readings as well as your classmates' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**. Your participation will be recorded after each class.

Discussion leaders (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create a discussion plan. These discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation. **UPDATE: Please let Dr. Harris know if you have difficulty participating in class because of technological or COVID-19-related issues.**

Reading Reflections

Beginning in Week 2, you will write short reflections on the required readings for each week (500-600 words, single-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your reflections must be posted in the Discussion section of the Webcourses page by **11:59pm on the evening prior to class**. To receive full credit, reflections **cannot be just summaries**. They must be critical and insightful contemplations on **all of the weeks' readings** that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 13 Reading Reflections, but **your lowest Reading Reflection grade will be dropped**. Also, you are expected to read your classmates' reflections before coming to class the following day. Being familiar with your classmates' take on the readings ahead of time will enrich in-class discussions. **UPDATE: Please let Dr. Harris know if you have difficulty completing or submitting Reading Reflections because of technological or COVID-19-related issues.**

CITI Training

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

Project

You will design, conduct, analyze, and write up a project by drawing on the concepts and methods discussed in this course. The project will revolve around a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with Dr. Harris before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, single-spaced, 1" margins on all sides, Times New Roman 12-point font). **UPDATE: Please let Dr. Harris know if you have difficulty completing or submitting assignments because of technological or COVID-19-related issues.**

Project Presentation

You will give an in-class 20-30 minute presentation on your project to your classmates and Dr. Harris at the end of semester. Dr. Harris will provide more information on how to give an oral presentation on a research project as the semester progresses. **UPDATE: Please let Dr. Harris know if you have difficulty giving your presentation because of technological or COVID-19-related issues.**

Grading Structure

Reading Reflections (12 out of 13)	20% of total grade
Project	40% of total grade
Project Presentation	20% of total grade
Attendance and participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Reflections will be graded using the following scale: $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ (If you get more than one $\sqrt{}$ or $\sqrt{-}$, please see me to discuss.)

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

Course Policies

Respectful Behavior

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

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your “knights.ucf.edu” email and Webcourses inboxes on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an “A-” but the assignment is one day late, your grade will be a “B+”. If it is two days late, your grade will be a “B”. If it is three days late, your grade will be a “B-” and so on. Extensions will rarely be given except in the case of extenuating circumstances. **UPDATE: Please let Dr. Harris know if you anticipate submitting assignments late because of technological or COVID-19-related issues.**

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 grade for this course being preceded by the letter Z. For more information about the Z Designation: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at <http://sas.sdes.ucf.edu>, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives, and the individual academic and course barriers experienced by the student. Further conversation with SAS, Dr. Harris, and the student may be warranted to ensure an accessible course experience.

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 (AED). To learn where those are located: <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on the left)
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Week 2

Tuesday, January 14

Reading
Reflection #1

- TOPIC: Participant Observation
- READINGS: Bernard, pg. 272-307

Venkatesh, Sudhir. 2002. "Doin' the Hustle': Constructing the Ethnographer in the American Ghetto." *Ethnography* 3(1):91-111.

Loftsdóttir, Kristín. 2002. "Never Forgetting? Gender and Racial-Ethnic Identity During Fieldwork." *Social Anthropology* 10(3):303-317.

Jacobs-Huey, Lanita. 2002. "The Natives Are Gazing and Talking Back: Reviewing the Problematics of Positionality, Voice, and Accountability among 'Native' Anthropologists." *American Anthropologist* 104:791-804.

Week 3

Tuesday, January 21

Reading
Reflection #2

- TOPIC: Interviews
- READINGS: Bernard, pg. 163-179, 184-232

Briggs, Charles L. 2007. "Anthropology, Interviewing, and Communicability in Contemporary Society." *Current Anthropology* 48(4):551-580.

Robben, Antonius C.G.M. 1996. "Ethnographic Seduction, Transference, and Resistance in Dialogues About Terror and Violence in Argentina." *Ethos* 24(1):71-106.

Week 4

Tuesday, January 28

Reading Reflection #3
AND
CITI Training Due

- TOPIC: Oral History
- READINGS: Sommer, Barbara W. and Mary Kay Quinlan. 2018. *The Oral History Manual*. Lanham: Rowman & Littlefield. (Ch. 1 – 1-9, Ch. 6-7 – pg. 63-89, Ch. 10 – 111-115)

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

Week 5

Tuesday, February 4

Reading
Reflection #4

- TOPIC: Focus Groups
 - READINGS: Morgan, David L. 1997. *Focus Groups as Qualitative Research*. Thousand Oaks: Sage Publications.
-

Week 6

Tuesday, February 11

Reading
Reflection #5

- TOPIC: Focus Groups
- READINGS: Agar, Michael, and James MacDonald. 1995. "Focus Groups and Ethnography." *Human Organization* 54(1):78-86.

Ward, Victoria M., Jane T. Bertrand, and Lisanne F. Brown. 1991. "The Comparability of Focus Group and Survey Results: Three Case Studies." *Evaluation Review* 15:266-283.

Ramos Lira, Luciana, Mary P. Koss, and Nancy Felipe Russo. 1999. "Mexican American Women’s Definitions of Rape and Sexual Abuse." *Hispanic Journal of Behavioral Sciences* 21:236-265.

Week 7

Tuesday, February 18

Reading
Reflection #6

- TOPIC: Digital Ethnography

- READINGS: Boellstorff, Tom. 2012. "Rethinking Digital Anthropology." In *Digital Anthropology*, edited by Heather A. Horst and Daniel Miller, 39-60. London: Berg.

Hallett, Ronald E., and Kristen Barber. 2014. "Ethnographic Research in a Cyber Era." *Journal of Contemporary Ethnography* 43(3):306-330.

Kozinets, Robert V., Pierre-Yan Dolbec, and Amanda Earley. 2013. "Netnographic Analysis: Understanding Culture Through Social Media Data." In *The SAGE Handbook of Qualitative Data Analysis*, edited by Uwe Flick, 262-276. London: Sage Publications.

Cousineau, Luc S., Harrison Oakes, and Corey W. Johnson. 2019. "Appnography: Modifying Ethnography for App-Based Culture." In *Digital Dilemmas: Transforming Gender Identities and Power Relations in Everyday Life*, edited by Diana C. Parry, Corey W. Johnson, and Simone Fullagar, 95-117. Cham: Palgrave Macmillan.

Week 8

Tuesday, February 25

<p>Reading Reflection #7 AND Proposal Due</p>
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- TOPIC: Digital Ethnography
- READINGS: Bonilla, Yarimar, and Jonathan Rosa. 2015. "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States." *American Ethnologist* 42(1):4-17.

Krieg, Lisa Jenny, Moritz Berning, and Anita Hardon. 2017. "Anthropology with Algorithms? An Exploration of Online Drug Knowledge Using Digital Methods." *Medicine Anthropology Theory* 4(3):21-52.

McGranahan, Carole. 2019. "A Presidential Archive of Lies: Racism, Twitter, and a History of the Present." *International Journal of Communication* 13:3164-3182.

Week 9

Tuesday, March 3

<p>Reading Reflection #8</p>

- TOPIC: Visual Ethnography
- READINGS: Pink, Sarah. 2013. *Doing Visual Ethnography*. London: Sage Publications. (Ch. 4-7 – pg. 73-160)

De León, Jason. 2018. "The Photoethnographic Eye: Visualizing the Honduran Migrant Experience in Mexico." In *Photography and Migration*, edited by Tanya Sheehan, 115-130. Abington: Routledge.

Wang, Caroline, and Mary Ann Burris. 1997. "Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment." *Health Education & Behavior* 24:369-387.

Johnson, Ginger A. 2011. "A Child's Right to Participation: Photovoice as Methodology for Documenting the Experiences of Children Living in Kenyan Orphanages." *Visual Anthropology Review* 27(2):141-161.

Week 10

Tuesday, March 10

- NO CLASS – SPRING BREAK

Week 11 (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, March 17

Reading
Reflection #9

- TOPIC: Archives
- READINGS: Dirks, Nicholas B. 2002. "Annals of the Archive: Ethnographic Notes on the Sources of History." In *From the Margins: Historical Anthropology and Its Futures*, edited by Brian Keith Axel, 47-65. Durham: Duke University Press.

Stoler, Ann Laura. 2002. "Colonial Archives and the Arts of Governance." *Archival Science* 2:87-109.

Verdery, Katherine. 2014. "Ethnography in the Securitate Archive." *Acta Universitatis Sapientiae, Social Analysis* 4(1-2):7-29.

Murphy, Fiona. 2011. "Archives of Sorrow: An Exploration of Australia's Stolen Generations and Their Journey into the Past." *History and Anthropology* 22(4):481-495.

Week 12 (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, March 24

Reading
Reflection #10

- TOPIC: Data Collection and Analysis

- READINGS: Bernard, pg. 308-322, 437-470

Hsieh, Hsiu-Fang, and Sarah E. Shannon. 2005. "Three Approaches to Qualitative Content Analysis." *Qualitative Health Research* 15(9):1277-1288.

Weston, Cynthia, Terry Gandell, Jacinthe Beauchamp, Lynn McAlpine, Carol Wiseman, and Cathy Beauchamp. 2001. "Analyzing Interview Data: The Development and Evolution of a Coding System." *Qualitative Sociology* 24(3):381-400.

Week 13 (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, March 31

Reading Reflection #11
AND
Data Collection and
Analysis Due

- TOPIC: Data Management
- GUEST LECTURE: Rachael Root
- READINGS: Bourdon, Sylvain. 2002. "The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and Possibilities." *Forum: Qualitative Social Research* 3(2):Art. 11.

Woods, Megan, Rob Macklin, and Gemma K. Lewis. 2016. "Researcher Reflexivity: Exploring the Impacts of CAQDAS Use." *International Journal of Social Research Methodology* 19(4):385-403.

Week 14 (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, April 7

Reading
Reflection #12

- TOPIC: Indigenous Methodologies
- READINGS: Alonso Bejarano, Carolina, Lucia López Juárez, Mirian A. Mijangos García, and Daniel M. Goldstein. 2019. *Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science*. Durham: Duke University Press. (Ch. 1 – pg. 17-37)

Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press. (Ch. 1 – pg. 23-38, Ch. 5 – pg. 94-108)

Porsanger, Jelena. 2004. "An Essay About Indigenous Methodology." URL: <https://munin.uit.no/bitstream/handle/10037/906/article.pdf>

Steinhauer, Evelyn. 2002. "Thoughts on an Indigenous Research Methodology." *Canadian Journal of Native Education* 26(2):69-81.

Week 15 (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, April 14

Reading
Reflection #13

- TOPIC: Feminist Ethnography
- READINGS: Skeggs, Beverley. 2001. "Feminist Ethnography." In *Handbook of Ethnography*, edited by Paul Atkinson, Amanda Coffey, Sara Delmont, John Lofland, and Lyn Lofland, 426-442. London: Sage Publications.

Abu-Lughod, Lila. 1990. "Can There Be a Feminist Ethnography?" *Women & Performance* 5(1):7-27.

Davis, Dána-Ain, and Christa Craven. 2016. *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. Lanham: Rowman & Littlefield. (Ch. 6 – pg. 121-143)

Harrison, Faye V. 2007. "Feminist Methodology as a Tool for Ethnographic Inquiry on Globalization." In *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*, edited by Nandini Gunewardena and Ann E. Kingsolver, 23-31. Santa Fe: School for Advanced Research Press.

FINALS WEEK (MEETING ONLINE VIA ZOOM DUE TO COVID-19)

Tuesday, April 21

- Presentations (1:00pm – 3:50pm)

Project Report due via
Webcourses by 11:59pm



ANG 6536 Advances in Bioarchaeology seminar
Department of Anthropology
College of Sciences, University of Central Florida
SPRING 2020
COURSE SYLLABUS

Instructor:	Dr. J. Marla Toyne	Term:	Spring 2020
Office:	HPH 409R	Class Meeting Days:	Wednesday
Phone:	407 823 1927	Class Meeting Hours:	3:00 to 5:50pm ONLINE via ZOOM
E-Mail:	j.marla. toyne@ucf.edu	Class Location:	MSB 149
Website:	Use Webcourses		
Office Hours:	Tues 3-5pm ONLINE via CHAT		
Lab Hours:	Weds 1-3pm ONLINE via CHAT		

I. Welcome!

This graduate level course explores bioarchaeology theory and interpretation at an advanced level, including current approaches and issues.

II. University Course Catalog Description

This course builds on the prior knowledge of graduate students to train them in advanced bioarchaeological analysis of cultural and historical processes that affect human skeletal remains.

III. Course Overview

Bioarchaeology, or the study of human skeletal remains from archaeological sites, allow us to tackle complex questions of cultural and historical processes that changed ancient human lives across the globe. Although a solid knowledge of human anatomy is imperative for identifying human bone and patterns changes, this graduate course will draw on techniques from a variety of disciplines including biology, chemistry, archaeology, pathology, demography, and history in order to understand how to reconstruct both individual lives and collective population histories. Major Topics will include the exploration of complex mortuary practices, age and gender identities, patterns of disease and dietary change, life history approach, the impact of social complexity and urbanization, and migration and colonization.

This graduate seminar will explore the myriad ways in which bioarchaeological data can contribute to an understanding of human lives from the archaeological record. During the semester, we will contextualize and discuss the theory and the methods behind bioarchaeological analysis as they are applied to research questions and specific interpretative issues.

IV. Course Objectives

With diligent application students will accomplish the following core objectives:

1. Identify the importance of a contextually and theoretically based approach to the analysis of human remains.
2. Understand the implications of the “Osteological paradox” on bioarchaeological research.
3. Evaluate a range of topics and review associated literature review across the history of the discipline to understand the impact of bioarchaeological research in anthropology.
4. Define a theoretically-driven research topic for a professional symposium at a major conference.
5. Develop and design a bioarchaeological research proposal including developing a research question, building a model, evaluating an appropriate theoretical and methodological approach, and organizing the logistics of working with a viable human remains collection.
6. Advance reading comprehension, knowledge syntheses, and writing skills towards reports, grant writing, and publications.

V. Course Prerequisites

ANG6521 Advanced Methods in Human Osteology or equivalent.

BA in Anthropology or equivalent. Instructor permission.

VI. Course Credits

3

VII. Required Texts and Materials

Texts:

- Agarwal, S.C., & Glencross, B.A. (Eds.). (2011). *Social bioarchaeology*. New York: Wiley-Blackwell Publishers. (SB) 978-1444337679
- Parker Pearson, M. (1999). *The archaeology of death and burial*. College Station, Texas: Texas A&M University Press. (ADB) 978-1585440993
- *Additional required journal articles and book chapters will be available online.*

Highly recommended:

- Larsen, C.S. (2015). *Bioarchaeology: Interpreting behavior from the human skeleton*. Cambridge: Cambridge University Press. (BIO) 978-0521547482
- Buikstra, J.E. (Ed.). (2019). *Bioarchaeologists Speak Out*. Deep time perspectives on contemporary issues. New York: Springer. 978-3-319-93012-1. (BSO)
- Katzenberg, M.A., & Saunders, S.R. (Eds.). (2019). *Biological anthropology of the human skeleton* (3rd ed.). New York: Wiley-Liss. 978-1119151616 (BAHS) available online UCF library

All of these will be available from the UCF university bookstore or can be purchased online in advance of class beginning.

Optional –

- Mays, S.A. (1998). *The archaeology of human bones*. New York: Taylor & Francis.
- Buikstra, J.E., & Beck, L.A. (Eds.). (2006). *Bioarchaeology: The contextual analysis of human remains*. Boston: Academic Press.
- Grauer, A.L. (Ed.) (2012). *A companion to paleopathology*. New York: Wiley-Blackwell.
- Sofaer, J. (2006). *The body of material culture: A theoretical osteoarchaeology*. Cambridge: Cambridge University Press.
- Martin, D.L., Harrod, R.P., & Perez, V.R. (2014). *Bioarchaeology. An integrated approach to working with human remains*. New York: Springer.

VIII. Evaluation

The required readings will serve as the main material for the course, and will be supplemented by recommended readings and discussion. The required reading should be completed before attending class. Each class will also be led by student discussants, who are responsible for a short presentation and assisting in leading the discussion. In addition to readings, students will also be required to write a research proposal that addresses a specific aspect of bioarchaeology, and to present that proposal at the end of the semester.

Your grade will be calculated as follows:

Student Evaluation:

Lead Discussion (2x50)	100 points (20%)
Symposium Proposal	100 points (20%)
Final Research Proposal	20 points (4%)
Final Research Paper (The Proposal)	100 points (20%)
Final Research Presentation	30 points (6%)
Participation	50 points (10%)
Total	500 points

Grade Scale (+/- system is used in this course)

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%		

IX. Class Assignments

Discussion Leadership: Each student will be responsible for leading weekly discussions on a particular topic (sign up by due date as complete/incomplete). Topics will be assigned at the beginning of class, and 1 week before the student will provide an additional reading (new) for the class to read ahead as well to add to the discussion (evaluated as complete/incomplete). This additional reading can be a case study or topically similar that enhances the perspective of the topic. A PDF should be provided minimum 1 week before to a Discussion board on Webcourses. The purpose each week is to review, summarize, evaluate, synthesize, and critique each reading individually and as

a selection of the broader literature. On their select week, students should bring a minimum of 5 questions for the class to discuss and to be included in a class handout.

COVID response: we will meet via ZOOM during regularly scheduled class time and continue to discuss regular readings and have student lead discussions. See below for information about ZOOM point XI.

Symposium proposal: Additionally, students will present to the class their proposed idea for a conference symposium at a major professional meeting. Topic selection will be evaluated by due date as complete/incomplete. This will include a detailed abstract on the topic and major expectations and contributions, and a list of potential invitees (and their topics). This could be regionally specific or globally broad. WHO would you like to invite to talk about this topic? I recommend that the topic connects to the research proposal topic and highlights the biocultural importance of such research. This assignment will include submitting the 2-3 page proposal and 1-2 page list of invited speakers, “pitching” the idea (pretend your classmates are those you want to attend or participate), possible supporting references, and discussing feedback from your colleagues about the symposium.

Final Research Proposal: Each student will prepare a formal research project proposal that demonstrates the knowledge of how bioarchaeology (theory and methods) can inform our understanding of archaeological populations. Topic for research proposal will be submitted by due date and evaluated as complete/incomplete. The project must be defined by a clear bioarchaeological research question, a thorough knowledge of a particular theoretical approach, a specific methodology, and identify an appropriate archaeological/historical skeletal collection. Key elements must include defining specific aspects of sample collection and accessibility, as well as budgetary and temporal constraints (1 page basic budget, 1 page timeline). An initial proposal will be reviewed to provide feedback in advance of final submission. A final presentation of your proposed research (a very persuasive presentation) will be evaluated during the final exam period.

COVID - FINAL Presentations will involve submitting a 1-page (max) uploaded to the Webcourses assignment. The presentation will take place ONLINE (via ZOOM) 10-15 mins each and handout/presentation will be peer-reviewed by FRIDAY.

Participation: Regular attendance, preparation, and active participation in each week’s lectures will be expected. Each student will prepare and hand in one discussion question each week, worth 2 points. Students will be allowed to turn in late discussion questions or miss a discussion and presentation without losing points only in the case of medical or family emergencies. In either case, the instructors must be notified *before* the due date and a written excuse from an appropriate source must be provided (such as a doctor) see below.

COVID response: we will meet via ZOOM during regularly scheduled class time.

Discussant leaders will post the 1-page handout and post Online in a [Discussion HANDOUT](#) section. The 2 questions will be posted Online in a Weekly Discussion section (various).

X. Policies

Topic	Policy
Contacting the professor	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. You can access your scores at any time using the Grades section of Webcourses@UCF. Midterm grades are unofficial.
Attendance and Participation	Attendance is required for this course. If you must miss class, please discuss planned absences with the instructor. For unplanned absences, please contact the instructor as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting; please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. . Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation <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 http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf . An alternative assignment or make up exam may be offered.
Late Work Policy and Grades of 'Incomplete'	Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days. The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
Academic conduct	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

	<p>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.</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/. Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc.</p> <p>I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.</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. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS http://sas.sdes.ucf.edu/ (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) 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.</p>

Campus Safety Statement	<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). • 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	<p>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.</p>
Discrimination	<p>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.</p>
I "Control Alt Deleted" my homework	<p>There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.</p>
University Writing Center	<p>This is a graduate-level seminar. My expectation is that you are already a strong writer. However, if you need it, the University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.</p>

XI. NEW TECHNOLOGY FOR ONLINE adaptation

We have UCF access ZOOM accounts. So login and set it up so that you have figures something out. I will set up the meeting and send you an invite link, and we can try it out. [UCF.zoom.us](https://ucf.zoom.us) UCF CDL has an excellent support for this topic. <https://cdl.ucf.edu/support/webcourses/guides/zoom-faqs/> at the bottom are instructions for students.

XII. 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.

XIII. 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

Drop/Swap Deadline: January 10th, 2020

Withdrawal Deadline: **March 27th, 2020**

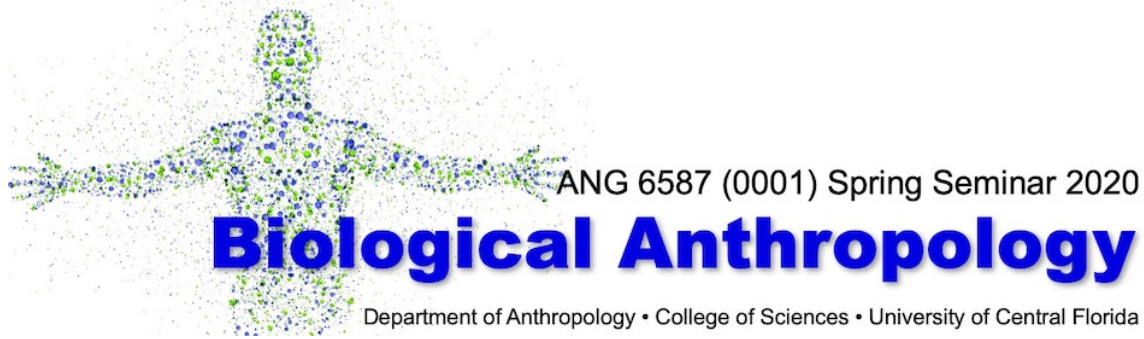
Spring Break: March 9-13th, 2020

XV. Schedule

All the dates and assignments are tentative, and can be changed at the discretion of the professor with advance notice.

Date	Topic to be Discussed in Class	Reading Prepared before class Assignments Due
UNIT 1 Analyzing Human Remains in Archaeology		
Week 1	Introduction to Bioarchaeology; The Human Skeleton; History of Bioarchaeology; Bioarchaeology as Anthropology	BIO Ch. 1; Baker/Agarwal 2017; Buikstra 1977; Knüsel 2010; Armelagos 2002 Discussion Leadership Topic Selection
Week 2	Human Burials: Preservation and Collections	Walker 2008; Stodder 2008; Kakaliouras 2012; Watkins/Muller 2015; SB Ch.3 Turner/Andrushko; Lewis et al.2013
Week 3	Principles of Mortuary archaeology; Archaeoethanotology; The Dead as Agents	ADB Ch. 1, 2, & 3; Duday 2006; SB Ch.5 Weiss-Krjeci; Goldstein 2006; Tung 2014
UNIT 2 Concepts of Health and Stress		
Week 4	The Osteological Paradox Health and health status	Wood et al. 1992; Dewitte/Stojanowski 2015; SB Ch.5 (Jackes); Margerison/Knusel 2002; Temple/Goodman 2014
Week 5	Age and Sex Experiences	BIO Ch.10; Sofaer 2006; SB Ch. 6 (Hollimon); SB Ch.12 (Halcrow and Tayles); Baitzel/Goldstein 2015
Week 6	Life History and DOHaD	BIO CH2; Agarwal 2016; Agarwal/Beauschesne 2011; Low et al. 2012; Roksandic/Armstrong 2011 Symposium TOPIC due
UNIT 3 Social Identity Reconstruction		
Week 7	Social Status and Disease	ADB Ch.4; Salpofsky 2004; Buzon 2012; Gravlee 2009; Robb et al. 2001
Week 8	Individuals, Groups, and Social Collectivities	Knudson and Stojanowski 2008; Saul and Saul 1989; Robb et al. 2019; Becker/Juengst 2017; Haun/Carrasco 2010 Symposium proposal due
UNIT 4 Historical and Cultural Transformations		
Week 9	Adaptations and Agricultural Revolution	BIO Ch5/6; Schoeninger 2014; Roberts 2010; Steckel et al. 2002; Temple/Stojanowski (2018) Research Prelim Proposal due

Week 10	Spring Break	
Week 11	Urbanism and Urbanization ONLINE	Cowgill 2004; Blakely/Beck 1982; Owsley et al 1987; White et al. 1998; Tilley/Cameron 2014
Week 12	Violence (Trauma and Surgical Interventions) ONLINE	BIO Ch.4; SB Ch.14 (Glencross); Walker 2001; Brickley/Smith 2006; Nystrom 2014
UNIT 5 Population Interactions		
Week 13	Colonization and Migration ONLINE	SB Ch.7 (Zakrzewski); Barrett/Blakey 2011; Pfeiffer/Fairgrieve 1994; Blakely/Mathews 1990; Kilgrove/Tykot 2018 Research DRAFT due
Week 14	Contemporary Issues ONLINE	Buikstra 2019 – various chapters; Halcrow et al. 2018
Week 15	NEW INNOVATION in Bioarch ONLINE	<i>TBD student selections uploaded to Webcourses</i> Research Proposal FINAL DUE
Week 16	Final Exam ONLINE	Presentations



SYLLABUS AMENDMENT 2.0

Notice of Changes: Corona Virus (COVID-19) Policies at UCF

The following changes to the ANG 6587 (0001) Seminar in Biological Anthropology Spring 2020 course will be put in place at **0800am EST on MAR 23, 2020 until further notice:**

1) Class schedule and withdrawal:

- Course withdrawal date has been extended to MAR 27
- Face-to-face class time has been transitioned to fully online for the remainder of the Spring 2020 term, including Final Exams week

2) Course office hours:

- Office hours will be held online at the regularly scheduled time/day
- WebCourses Inbox is our official line of communication throughout the remainder of the Spring 2020 term, including Final Exams week
- Log in **at least three times per week** to keep up with announcements concerning the course and UCF policies

3) In-class discussions and graded works:

- All class discussions will be held through WebCourses using Zoom during our regularly scheduled class meeting time (6:00-8:50pm on MAR 24 through APR 14)
- An invitation will be sent the day prior to the online meeting to allow for set-up and to address any student concerns
- Presenters should submit a .pdf of their PowerPoint presentation as per the assignment instructions (will also be posted for student access the day prior to our class meeting)
- Updated instructions for our final seminar forum on APR 21 will be provided online in an announcement.
- All due dates for graded work remain in place and unchanged at this time

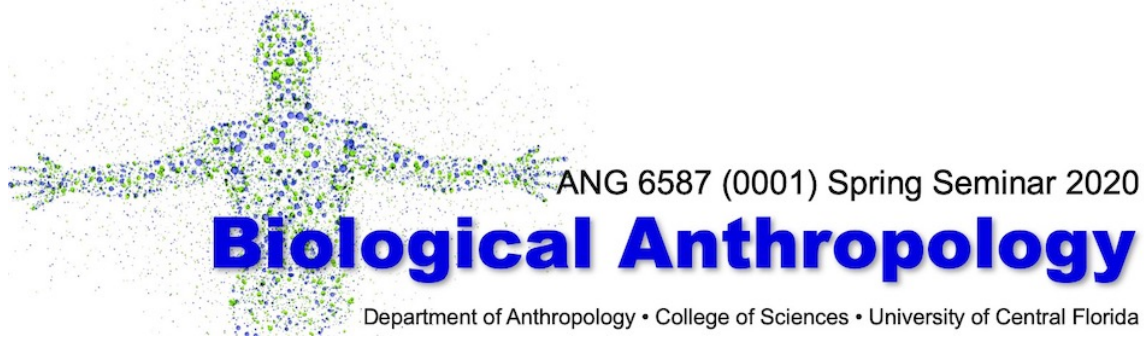
4) Accommodation response:

- If you are a primary caretaker, parent, healthcare worker, first responder or you have any personal status that may warrant extended due dates for graded work due to the COVID-19 circumstances, please **contact your professor via Inbox** to discuss reasonable accommodations on a case-by-case basis.

If further changes or updates are required, they will be addressed in this syllabus amendment format and announced in our WebCourses class.

Thank you,

Dr. Lana Williams



SYLLABUS AMENDMENT 1.0

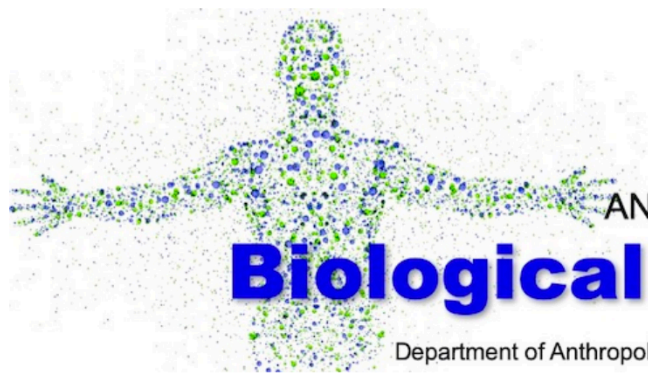
Notice of Changes: Corona Virus (COVID-19) Policies at UCF

The following changes to the ANG 6587 (0001) Seminar in Biological Anthropology Spring 2020 course will be put in place at **0800am EST on MAR 16, 2020 until further notice:**

- 1) Class schedule and withdrawal:
 - All classes are cancelled for MAR 16-17
 - Course withdrawal date has been extended to MAR 27
 - Face-to-face class time has been transitioned to fully online
- 2) Course office hours:
 - Office hours will be held online at the regularly scheduled time/day
 - WebCourses Inbox is our official line of communication at this time
 - Log in **at least three times per week** to keep up with announcements from the course and UCF
- 3) In-class discussions and activities:
 - All class discussions will be held through WebCourses using Zoom during our regularly scheduled class meeting time (6:00-8:50pm on MAR 24)
 - An invitation will be sent two days prior to the online meeting to allow for set-up and to address any student concerns
 - Presenters need to submit a .pdf of their PowerPoint presentation as per the assignment instructions (will also be posted for student access)
- 3) Due dates for graded work:
 - All due dates for graded work remain in place and unchanged at this time

If further changes or updates are required, they will be addressed in this syllabus amendment format and announced in our WebCourses class.

Thank you,
Dr. Lana Williams



ANG 6587 (0001) Spring Seminar 2020

Biological Anthropology

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

Course Information

Course name: Seminar in Biological Anthropology
Course ID: ANG 6587 (0001)
Credit hours: 3.0 hours
Semester/year: Spring 2020
Location & time: Tuesday 6:00-8:50pm in HPH 409M

Professor Contact

Instructor: Dr. Lana Williams
Main office: Phillips Hall 309F
Office hours: Monday 9:30-11:30am (UCF Main Campus) or by appointment
Phone: 407-823-2227
E-mail: via WebCourses Inbox (or lana.williams@ucf.edu)

University Catalog Description

Topics in biological anthropology including focus on human biological variation and adaptation.

Prerequisites: Admission to Anthropology MA or CI.

What is this course about?

This course is designed as an academic working group, exploring current theoretical constructs, ongoing debates, and empirical findings in contemporary research on human evolution and the biological basis for human diversity and behavior. Using analytical discussion as our foundation, we will examine the major questions and issues facing biological anthropologists today.

Considering the multidisciplinary nature of biological anthropology, this course will focus on the following key areas of inquiry:

- Development of evolutionary perspectives, Darwinism and modern synthetic theories
- Molecular genomics, population and behavioral genetics and evolutionary forces
- Human and primate behavioral and cognitive evolution
- Functional and adaptive nature of human diversity and biological variation
- Evolutionary, physiological and behavioral transitions in human reproduction and the life course
- Evolutionary and contemporary biocultural perspectives on human health, including nutrition and adaptive immunity

What skills will I develop in this course?

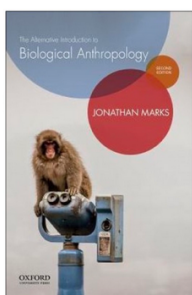
Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and theoretical foundations of the evolutionary and adaptive significance of biological diversity in human populations.

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

- Speak knowledgeably about core theoretical concepts that are fundamental to biological anthropology, including their historical development.
- Explore new and unfamiliar problems and techniques in biological anthropology with confidence using a 'first principles' approach.
- Critically evaluate central empirical evidence relevant to our place in nature, our evolutionary history, and biological diversity of our species today.
- Produce high-quality written work that addresses specific points in research design, methodological applications, or context and use of empirical evidence.
- Present information in a manner that engages in scholarly dialogues with colleagues and also reflects on the generation and dissemination of that knowledge.
- Actively contribute to a better understanding of biological anthropology through group interaction and discussion.

What textbooks will I need?

The following **required textbooks** will be used as an introductory reader and focus topic for the course. All additional assigned readings will be accessible through course module content in WebCourses@UCF.



The Alternative Introduction to Biological Anthropology

Author: J. Marks
Edition: 2nd edition
Year: 2018
Publisher: Oxford University Press
ISBN: 9780190490997

Available in paperback, eBook and rental formats



Is Science Racist?

Author: J. Marks
Edition: 1st edition
Year: 2017
Publisher: Polity
ISBN: 9780745689227

Available in paperback and eBook formats

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through 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 professor and peers in the course. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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 explores the many aspects of biological anthropology through evolution, human genomics, and human biological diversity—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 14 weeks of the Spring 2020 term, you should expect to spend the **three hours of class time each week discussing assigned readings, taking notes, and participating in class activities**. You should also plan on setting aside a minimum of **three-to-five hours each week to complete your assigned reading and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 6000-level course. All due dates for assignments are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments. If you need any assistance with course materials, assignments or tips for writing papers, please visit my office in **Howard Philips Hall 309F on Mondays from 9:30-11:30am EST**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange a UCF Main Campus 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](#) (Ferrell Commons, 7F, Room 185, 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 Spring 2020 semester begins on **January 06, 2020** and ends on **April 27, 2020**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course;
- complete weekly assigned reading;
- participate in weekly online forum and class discussions;
- serve as seminar leader for one class meeting;
- write one annotation of a peer-reviewed publication each week and contribute to the course bibliography;
- write 10 weekly critical summary papers and participate in peer reviews of written work;
- write a short critical assessment paper and present your findings in a final course seminar.

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of the course. The modules contain your readings, assignments, and any links to information websites. Modules also contain tools on reading and writing effectively, critical analysis, and research topic suggestions to assist you in preparing for class discussions and completing your assignments. All written work submitted online for grading **will be evaluated for academic integrity** during the grading process.

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

How do I get started in the course?

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

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to meet this requirement, please submit your initial online forum contribution in **FORUM 1: Validating Science?** in **MODULE 1** by **05:00pm EST** on **JAN 10, 2020**, or as soon as possible after adding the course to avoid any **delay in the disbursement of your financial aid or graduate funding**.

How will I be evaluated and graded?

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

Article annotations (5 points each)	65 points	20% of final grade
Forum contributions (10 points each)	130 points	20% of final grade
Critical summary papers (10 points each)	100 points	20% of final grade
Participation:	70 points	20% of final grade
• Peer review process (5 points each)		
• Discussion expert presentation (20 points)		
Final paper and presentation:	80 points	20% of final grade
• Topic approval (10 points - pass/revise)		
• Research paper (50 points)		
• Final seminar presentation (20 points)		

You will be evaluated on your ability to define and critically apply terms, identify and explain theoretical concepts, present information in a professional manner, and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Article annotations:** You will need to submit one annotation of a peer-reviewed publication each week and contribute your work to the online course bibliography. On average, you should expect to spend approximately 30-45 minutes writing and editing your annotations prior to submission.
- **Forum contributions:** You will need to participate in weekly online discussion forums to prepare for seminar discussions in class. In each forum, you will post an initial response to a provided discussion prompt and a follow-up response to a posting by at least one of your seminar colleagues. On average, forum contributions should take about 30 minutes to complete.
- **Critical summary papers:** These short papers are designed to help you think critically about, articulate, and reflect on key concepts related to biological anthropology and current issues presented in course materials. Each paper addresses specific points in research design, methodological applications, or context and use of empirical evidence in a selected seminar reading. On average, you should expect to spend approximately 2 hours writing and editing your paper prior to submission.
- **Participation:** A portion of your participation grade is based on completing peer reviews of critical summary papers written by your seminar colleagues. You are expected to provide feedback on structure, organization and critical thinking in each review. On average, you should expect to spend approximately 30-45 minutes reading and writing review comments each week that a paper is submitted. The remaining portion of your participation grade is based on your performance as seminar leader for one class meeting. You are expected to prepare a presentation that delves into a discussion topic relevant to assigned readings. On average, you should expect to spend approximately 2-3 hours preparing your presentation prior to class.
- **Final paper and presentation:** You will need to demonstrate that you can critically evaluate methods, theoretical concepts and foundational literature in biological anthropology by writing and presenting a final research paper. You are expected to submit a topic proposal for approval, a research paper on the topic, and share your findings in a final seminar presentation. On average, you should expect to spend a minimum of 20-30 hours over the term on this final paper and presentation.

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

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	77 - 79%
A-	90 - 94%	C	74 - 76%
B+	87 - 89%	C-	70 - 73%
B	84 - 86%	D	60 - 69%
B-	80 - 83%	F	59% or less

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

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

How do I view my grades?

You can access your grades for assignments 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, annotation and forum discussion assignments grades will be available within five -to-seven days after the final due date. For critical summary papers and presentations, grades will be available within ten 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.

When an assignment score is posted, you will receive an announcement that grades have been released (unmuted). You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, peer-review comments, or suggestions to improve your work in SpeedGrader. If you have any questions about your score **after a grade has been released**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

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

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

To be fair to everyone in the course, **only work submitted on time will be graded unless late submission is properly approved.** 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 professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact [Student Care Services](#) 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 a seminar meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed seminar meeting 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 responders** 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 situations to make related arrangements.
- Students who **represent the university in an authorized event or activity** (for example, student-athletes or professional meeting attendance and presentations) 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](#).
- 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](#).

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](#), 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](#) (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through [UCF apps](#), 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](#), 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**. 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?

Your enrollment in this course means that you will adhere to the [UCF Creed](#) and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, [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.

UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or '[Z' grade](#)' for the entire course). All academic integrity issues will be subject to appropriate referral to the [Office of Student Conduct](#), which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the [UCF Golden Rule](#) 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 complete written assignments as a group.** If you do this, it is easily detectable through online links and WebCourses action logs including student submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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

Why should I use WebCourses Email Inbox?

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

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check 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 and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as 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](#) .
- Reliable broadband internet access
- A [compatible web 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](#)) 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](#) . for technical support assistance with the most current versions of these products.

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

If you are experiencing **problems accessing materials or submitting your work**, please contact me so I 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](#) .
- 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 should I know about copyright and third-party websites?

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

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as assignments and exams, study and lecture notes, and examples of graded material from current or past sections of this course. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in **violation of copyright** and **UCF Rules of Conduct** and **may face serious penalties** beyond participation in this course.

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. **Use these materials at your own risk.**

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

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](#) .
- 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](#) and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can [sign up](#) 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](#) .

What is my seminal discussion and assignment schedule?

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

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

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

Date	Details	
Fri Jan 10, 2020	 FORUM 1: Validating 'science'?	due by 5pm
Mon Jan 13, 2020	 ANNOTATION 1: Science of Biological Anthropology	due by 11:59pm
Fri Jan 17, 2020	 FORUM 2: Darwin and Culture?	due by 5pm
Sun Jan 19, 2020	 PAPER 1: Value of 'Biocultural'	due by 11:59pm
Mon Jan 20, 2020	 ANNOTATION 2: Darwin's Theory	due by 11:59pm
Fri Jan 24, 2020	 FORUM 3: Ethical Codes?	due by 5pm
Sun Jan 26, 2020	 PAPER 2: Meaning of the Gene	due by 11:59pm
Mon Jan 27, 2020	 ANNOTATION 3: Molecular Genomics and Us	due by 11:59pm
Fri Jan 31, 2020	 FORUM 4: Genetic Diversity?	due by 5pm
Sun Feb 2, 2020	 PAPER 3: Changing the Pool	due by 11:59pm
Mon Feb 3, 2020	 ANNOTATION 4: Microevolution in the Gene Pool	due by 11:59pm
Fri Feb 7, 2020	 FORUM 5: Got a(n evolutionary) preference?	due by 5pm
Sun Feb 9, 2020	 PAPER 4: Sex and Selection	due by 11:59pm
Mon Feb 10, 2020	 ANNOTATION 5: Let's Talk About Sex (and Reproduction)	due by 11:59pm
Fri Feb 14, 2020	 FORUM 6: Species or Not?	due by 5pm
Sun Feb 16, 2020	 PAPER 5: Taxonomy vs. Diversity	due by 11:59pm

Mon Feb 17, 2020	 ANNOTATION 6: Natural Order of Things Primates	due by 11:59pm
Tue Feb 18, 2020	 FINAL PAPER: Topic Approval	due by 11:59pm
Fri Feb 21, 2020	 FORUM 7: Primate Culture?	due by 5pm
Sun Feb 23, 2020	 PAPER 6: Explaining Uniqueness	due by 11:59pm
Mon Feb 24, 2020	 ANNOTATION 7: Fundamentally Human (Or Not)	due by 11:59pm
Fri Feb 28, 2020	 FORUM 8: Roots of Plasticity in Our Tree?	due by 5pm
Mon Mar 2, 2020	 ANNOTATION 8: From Hominoid to Hominin	due by 11:59pm
Fri Mar 6, 2020	 FORUM 9: Accepting Biological Race?	due by 5pm
Sun Mar 15, 2020	 PAPER 7: Rejecting Biological Race	due by 11:59pm
Mon Mar 16, 2020	 ANNOTATION 9: Different Is Different (Or Not)	due by 11:59pm
Fri Mar 20, 2020	 FORUM 10: Your Extreme?	due by 5pm
Mon Mar 23, 2020	 ANNOTATION 10: Adapting to Extremes and Niches	due by 11:59pm
Fri Mar 27, 2020	 FORUM 11: An Evolved Adolescence?	due by 5pm
Sun Mar 29, 2020	 PAPER 8: Living a Long Life History	due by 11:59pm
Mon Mar 30, 2020	 ANNOTATION 11: In Between Birth and Death	due by 11:59pm
Fri Apr 3, 2020	 FORUM 12: Taste Yucky?	due by 5pm
Sun Apr 5, 2020	 PAPER 9: Carnivores or Wheatarians?	due by 11:59pm
Mon Apr 6, 2020	 ANNOTATION 12: Our Evolutionary Banquet	due by 11:59pm
Fri Apr 10, 2020	 FORUM 13: Current Petri Dish?	due by 5pm
Sun Apr 12, 2020	 PAPER 10: Past and Future Disease-scapes	due by 11:59pm
Mon Apr 13, 2020	 ANNOTATION 13: The Evolutionary Petri Dish	due by 11:59pm
	 FINAL PAPER: Research Paper	due by 11:59pm
Tue Apr 14, 2020	 PARTICIPATION: Peer Review Process	due by 11:59pm
	 PARTICIPATION: Seminar Discussion Leader	due by 11:59pm
Sun Apr 19, 2020	 FINAL PAPER: Seminar Presentation	due by 11:59pm

See changes in red below to
reflect online status

Ang 6930 Syllabus

Ang 6930 Seminar in Cultural Anthropology
Thursdays 6 - 9 4th Floor Conference Room
Vance Geiger, PhD
Office: Philipps Hall 311C
Office Hours: Mondays, Wednesdays 12 – 2, Thursdays 4 – 6
Phone 823-2227
E mail vance.geiger@ucf.edu

Grading

Two class presentations (50 points each = 100
One take Home exam (100 points) = 100
One 5 page paper (50 points) = 50
Ethnography discussion = 50
Total = 300
90 – 100 = A, 80 – 89 = B, 70 – 79 = C, etc.....

2 presentations
Teaching Culture
Presenting your own research and culture

Prerequisite(s): Admission to Anthropology MA, Maya Studies GC, or C.I.

Catalogue description: Theoretical foundations and contemporary issues in the study of living cultures.

Course Description: Introduction to the concept of culture and theories applying different concepts of culture to research at the graduate level.

Course objectives:

Comprehend different cultural approaches that can be applied in graduate research.
Practice teaching a concept of culture to provide students the experience of presenting one of the basic concepts in anthropology to undergraduates.
Integrate culture into their graduate research and explain how they will apply the conception their own research.

There are some changes to how the midterm exam is turned in, class participation and presentations are going to be assessed. First, you must e mail your midterm exam to

vance.geiger@ucf.edu – do not use pages as I cannot open pages documents. The anthropology office is closed during this period so you must e mail your completed exam to me. During the time we are online there will be a weekly required discussion post to reflect participation in the class. Your instructor will pose the topic and provide a prompt for you to respond to and a due date.

For those who will have ethnographic discussions prepared, I will create a discussion for posting into your comments on the chapter of the text you signed up to discuss. Be sure to submit something there reflecting that you were prepared to discuss the chapter.

It is very likely that we will not be able to have in-class presentations of your research and how the concept of culture is used so we will go to uploaded power point presentations. Your instructor will create a discussion to upload the presentations to so all class participants can see them.

Your instructor will also be placing material in the online material on the readings that covers the assigned reading.

Teaching presentation: One of the best ways to demonstrate you have thought out a concept and how to convey that concept is to have to teach it to students. There is an online discussion from your instructor that explains this.

Take Home Exam: One of the things you must do to complete your graduate program is to take what we call “comprehensive” exams. These exams are a take home list of questions from members of your committee to assess if you have acquired the requisite knowledge in the discipline to be certified and graduate. Comprehensive exams do more than assess your content knowledge of the discipline, but your analytical ability as well. That will be the purpose here as well.

Ethnography discussion: We are reading two ethnographies in this class. Ethnographies are the primary means that cultural anthropologists use to disseminate their findings. Ethnographies describe how the ethnographer collected data (primarily participant observation but other methods as well), they provide background on the place and people studied, and they describe their encounters with the subject of the ethnography. From this they also present conclusions about the culture of the people they study. All of these will be important to focus on when you participate in the discussion of the ethnography you are a discussant for.

Five page paper and research presentation: these two are discussed together because they cover the same thing. You will do an in class presentation on your own research and how culture informs your research question, selection of methods and data and conclusions. In addition to an in-class presentation you will write a brief (5 page) paper on the same topic. Ideally, the impetus to complete this assignment will be something you can incorporate into your final the final research document you present to acquire your degree.

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 [Links to an external site.](#) for further action. See the UCF Golden Rule [Links to an external site.](#) 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 [Links to an external site.](#) [Links to an external site.](#) [Links to an external site.](#)

the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services [Links to an external site.](#), 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.

[Links to an external site.](#)

- 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.) (Links to an external site.)

) about how to manage

an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

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



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[site.\)](#)

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.

Syllabus

Week 1:1/9: Organizational Meeting

Begin reading online articles: Watson, Bohannon, White

Week 2:1/16: Culture Discussion

Reading: Bruman, Sahlins, Steigerwald

Week 3:1/23: Teaching Presentations

Week 4:1/30: Teaching Presentations

Week 5: 2/6: Deterministic versus Contingent theories of culture

Reading:

Friend by Day, Enemy by Night – Chapter 1

The Pithouses of Keatley Creek – chapters 1,2 and 8

Settler Colonialism and the elimination of the native by Patrick Wolf

Boas – The Methods of Ethnography

Week 6: 2/13: Modern determinism: Creating a culture of.....

Organizational culture readings
Me talk Mushy...
Anthony F. C. Wallace – Revitalization

Week 7: 2/20: Ideational versus Materialistic theories of culture
Harris – Cultural Materialism
A Sabotaged Aqueduct
Neil Jamieson chapter 1 Understanding Vietnam
James Scott – Seeing Like A State chapter 1
You Are What You Eat

Week 8: 2/27: Nature versus Nurture
Evolutionary Psychology Principles – Cosmidies and Tooby
Boehm – Reverse Hierarchies

Week 9: 3/5: Representing culture – ethnography
The Severed Snake chapters 1-5

Week 10: Spring Break 3/9 – 3/14

Week 11: 3/19: Representing culture – ethnography
The Severed snake chapters 6 – 9

Week 12: 3/26: Cultures in crisis – Wars, disasters, violence, dislocate, displaced people and refugees.

Week 13: 4/2: Ethnography of refugees
Making refuge chapters 1 – 4

Week 14 4/2: Ethnography of refugees
Making refuge chapter 5 – 9

Week 15: 4/9: Research presentations

Week 16: 4/16: Research presentations

Class ends 4/20

Course Syllabus

[Jump to Today Edit](#)

ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>John Walker</i>	Term:	<i>Spring 2020</i>
Office:	<i>Phillips Hall 409-O</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-3798</i>	Class Meeting Days:	<i>Thursdays</i>
E-Mail:	<i>john.walker@ucf.edu</i>	Class Meeting Hours:	<i>9:00 – 11:50am</i>
Website:	<i>webcourses.ucf.edu</i>	Class Location:	<i>PSY – 110</i>
Office Hours:	<i>Dr. Walker: Thursday 1:00pm – 3:00pm or by appointment</i>	TA and Contact Information:	<i>None</i>

University Course Catalog Description

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

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Objectives

In this course, students will gain skills in Project Implementation: applying a research design to real world data to generate interpretable scientific results Writing: writing a final project report based on the conclusions of the research

Public speaking through the presentation of the project and its analysis

Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer- review of other students' projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

Required Text and Articles

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.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). 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. 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.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>
Syllabus Quiz	By Friday of Week 1, January 11 th , at 3pm	1% and federal verification requirement
Participation in Classroom Discussions	In class and in Zoom sessions	9%
Final Project Report		
Details about the: Final_Project_Handout.pdf	April 8 th , 2019 (Week 14) at start of the class period (9:30pm)	70%

Oral Presentation of Project

Assigned Class Period in Weeks 15 and 16 20%

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.

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	93 - 100 %	C	73 - 76 %
A-	90 - 92 %	C-	70 - 72 %
B+	87 - 89 %	D+	67 - 69 %
B	83 - 86 %	D	63 - 66 %
B-	80 - 82 %	D-	60 - 62 %

C+

77 - 79 %

F

59 % and below

Course Policies

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. Penalties for plagiarism or cheating 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/>. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook (www.goldenrule.sdes.ucf.edu). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services (sas.sdes.ucf.edu) and should also speak with me at the start of the semester to discuss needed accommodations. The

Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) 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 a written assignment comprises 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.

Attendance

Attendance at class meetings is important to meet the goals of 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. I expect that students attend class regularly and I will not provide class notes 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.

Updates and Notifications

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

Obtaining Notes for Missed Class Periods

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

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 will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
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1 Thu Jan. 9 Course Introduction

ASSIGNMENT: Syllabus Quiz due Fri. Jan. 11th at 3pm

2 Thu Jan. 16
Monitoring Things from Space
Classroom Discussion and Project Preparation Session

Joshi et al. (2015) “Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data”

3 Thu Jan 23
Landscape and Phenomenology
Classroom Discussion and Project Preparation Session

Hillier, Amy 2007. WEB Du Bois and the " Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.

Hillier, A., 2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, 9(2), pp.122-134.

4 Thu Jan. 30
Tracking Movement
Classroom Discussion and Project Preparation Session

**Strandburg-Peshkin et al. (2015):
“Shared decision-making drives
collective movement in wild
baboons”;**

**Calabrese et al. (2010): “The
Geography of Taste: Analyzing Cell-
Phone Mobility and Social Events”**

5 Thu Feb. 6
More Statistical Analysis and Arguments
Classroom Discussion and Project Preparation Session

**Austin et al. (2005): “Clustering of
fast-food restaurants around schools:
a novel application of spatial
statistics to the study of food
environments”;**

**Spielman (2006) “Appropriate use of
the K Function in Urban
Environments”;**

**Austin et al. (2006) “Austin et al.
Respond”**

6 Thu Feb. 13
Telling a Story with Maps - Cartography
Classroom Discussion and Project Preparation Session

Roth (2013): “Interactive maps: What we know and what we need to know”;

Scassa et al. (2015): “Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North”

7 Thu Feb. 20
Maps and Behavior
Classroom Discussion and Project Preparation Session

Raanan and Shoval (2014): “Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities”

8 Thu Feb. 27
PPGIS, Crowdsourcing, Web
Classroom Discussion and Project Preparation Session

Brovelli et al. (2015): “Public participation in GIS via mobile applications”

9 Thu Mar. 5 Simulations
Classroom Discussion and Project Preparation Session

Sellers et al. (2007): “An agent-based model of group decision making in baboons”

10 **Thu Mar. 12**
NO CLASS

Databases and Privacy

11 Thu Mar. 19
Classroom Discussion and Project Preparation Session
Zoom class (see link at bottom left) @ 9 am

Exeter et al. (2014): “Whose data is it anyway?’ The implications of putting small area-level health and social data online”

Class selected Topic

12 Thu Mar. 26
Classroom Discussion and Proposal Preparation Session
Zoom class (see link at bottom left) @ 9 am

13 Thu Apr. 2
Class selected Topic

Classroom Discussion and Proposal Preparation Session

Zoom class (see link at bottom left) @ 9 am

The Future of GIS

14 Thu Apr. 9 **ASSIGNMENT DUE AT START OF CLASS**
FINAL PROJECT REPORT
Monday Apr 8, 9:30am
Final Project Report (no more than 10 pages)

Sui (2015): “Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?”

15 Thu Apr. 16 **STUDENT PRESENTATIONS**
We will present online through the Zoom tool

FINAL Thu Apr. 23 **STUDENT PRESENTATIONS**
We will present online through the Zoom tool

Details of Written Assignments

Final Project Report (10 pages) - See Project Handout

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker

2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni

2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti

2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel

2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Hillier, Amy

2007. WEB Du Bois and the " Negro Problem": Thoughts on Violence in Philadelphia. *Departmental Papers (City and Regional Planning)*, p.49.

2010. Invitation to mapping: how GIS can facilitate new discoveries in urban and planning history. *Journal of Planning History*, 9(2), pp.122-134.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt

2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. *Environmental Research Letters* 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval

2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.

2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor

2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan

2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth

2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot

2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

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.

Course Summary:

Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
month Today Click to view event details	month Today Click to view event details	month Today Click to view event details	Click to view event details	Click to view event details	Today Click to view event details	Click to view event details

ANG 7496: Advanced Quantitative Methods in Anthropology

Update as of 3/18/2020

Although this is a Face-to-Face class, our in-person meetings have been cancelled for the remainder of the semester. Course lectures will be recorded over PowerPoint slides and posted to WebCourses in the appropriate module (e.g., the Week 11 PowerPoint will be posted to the Week 11 Module). Optional Zoom meetings will be held on WebCourses Fridays between 3-4 pm EST for anyone who wants a video format with which to ask questions about the homework or that week's lecture material.

All office hours will be converted to virtual office hours. I will still be available Monday/Wednesday/Friday from 10 am to 12 pm EST, but it will be in the Chat feature on our WebCourses page, rather than in my office. However, I appreciate that asking stats questions through text can be very difficult, so my office hours will also be opportunities to schedule one-on-one Zoom meetings if you have any questions about the material. Send me a message if you would like to talk, and I will send you the appropriate log-in information for getting into my Zoom meeting room.

Homework assignments and the final paper will be turned in through WebCourses as usual. Since optional Zoom meetings to discuss homework will be taking place Friday afternoon (3-4 pm EST), homework assignments will now be due at 11:59 pm EST on Fridays, rather than 1:00 pm EST. This will allow you the opportunity to chat "in person" before you have to upload your homework assignment. The presentations for the individual dataset analysis will take place through Zoom in WebCourses. A Zoom meeting has been created between 1-3 pm EST on Friday, April 17, and everyone must be in attendance to 1) present their own final projects, and 2) ask questions and offer feedback on their classmates' work.

The schedule for the remainder of the semester has been adjusted to reflect our new plan. Since we gained an extra week after the Physical Anthropology meetings were cancelled, the topics have been spread out so we are not tackling more than one chapter at a time. There will be no new homework assignments. Instead, Homework 8 will encompass both Multiple Linear Regression and Logistic Regression, and you will have two weeks to complete the work rather than one.

Course Information

Course Name: Advanced Quantitative in Anthropology (ANG 7496-0001)

Class Number: 12252

Course ID: 046358

Prerequisites: ANG 5486 and Admission to the Ph.D. in Integrative Anthropological Sciences program or C.I.

Dates: 1/6/19 – 4/24/19

Course Type: Face to Face Instruction (P)

Class Notes: Computer, WWW access, browser, e-mail required.

Credit Hours: 3.0

Semester/Year: Spring 2020

Location: Psychology Building (PSY), Room 107

Day/Time: Fridays 1:00 PM – 3:50 PM (see schedule below)

Professor Information

Professor: Kelly Heim, Ph.D. (pronouns: she, her, hers)

Office: HPH 311A (check in with desk attendant in 309F)

Office Phone: (407)823-2124

In-Person Office Hours: Monday/Friday 10 am – 12 pm, or by appointment

Virtual Office Hours: Wednesday 10 am – 12 pm, or by appointment

E-mail: WebCourses messaging (best way to contact me) or kelly.heim@ucf.edu

University Course Catalog Description

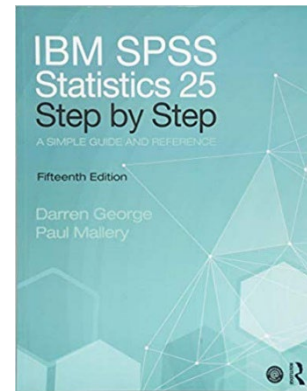
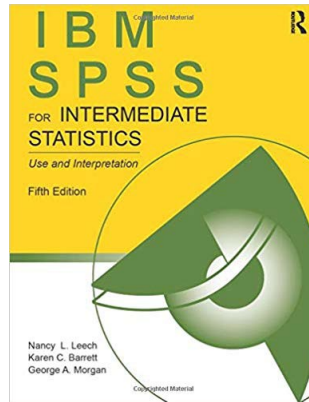
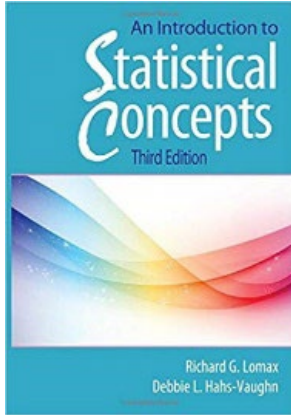
Advanced quantitative methods in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Course Overview and Goals

Students will build upon the statistical knowledge gained during the first half of the quantitative methods course (e.g., univariate descriptive statistics, basic probability, inferential statistics involving means and proportions, non-parametric alternatives, etc.). In the second half, students will learn more in-depth univariate analyses, such as ANOVA, ANCOVA, and simple linear regression, as well as multivariate analyses, including multi-factor ANOVA, MANOVA, multiple linear regression, discriminant function analysis, and methods of ordination (e.g., polar ordination and principal components analysis). Students will also learn how to implement these analyses in the statistical program SPSS by completing homework assignments associated with each topic, along with two large data analyses, one conducted as a group and one as an individual.

Required Textbooks

1. An Introduction to Statistical Concepts, 3rd edition. 2012. Richard G. Lomax and Debbie L. Hahs-Vaughn. Routledge: Taylor & Francis Group.
2. IBM SPSS for Intermediate Statistics: Use and Interpretation, 5th edition. 2012. Nancy Leech, Karen Barrett, George Morgan. Routledge: Taylor & Francis Group.
3. IBM SPSS Statistics 25 Step by Step: A Simple Guide and Reference, 15th edition. 2018. Darren George and Paul Mallery. Routledge: Taylor & Francis Group.



I highly recommend that you purchase these books and keep them beyond this course for future reference.

Additional Required Reading

Any additional readings will be provided on WebCourses.

Required Software

You will be required to have access to IBM SPSS Statistics (available here on the cloud: <https://my.apps.ucf.edu/vpn/index.html>). Log in, select Statistics and Analysis Apps, and then IBM SPSS Statistics to use the software. I highly recommend you practice with this software as you complete reading assignments and well before any assignments are due, because the installation on the cloud is not as functional as the full version.

Class Set-Up

Last semester, we spent a good deal of our time learning how to critically evaluate the statistical methods presented in published research. But this semester, we're diving into more complicated statistical methods. So since you've had practice deciding whether statistical methods in published research were appropriate, we're going to focus entirely on learning how and when to apply these methods in our own analyses this semester. To this end, each class period will be divided into roughly two sections (with accommodations on weeks with presentations). First, I will lecture on a new topic. Then, you will spend the rest of the class period applying the methods we've learned that day while you work on your homework assignment and/or dataset analyses.

Grading

Grades will be posted in the gradebook on WebCourses@UCF. Your final grade will be based on the following activities:

1. Financial aid requirement (10 points)
2. Lab participation (40 points)
3. Homework assignments (10 per semester – 10 points each)
4. Group dataset analysis presentation (40 points)
5. Group dataset written analysis (80 points)

6. Analysis workshop discussion on WebCourses (20 points)
7. Individual dataset analysis presentation (40 points)
8. Individual dataset written analysis (100 points)

Total = 430 points

You will notice that we have no quizzes or exams in this course. It is my philosophy that quantitative methods are more effectively learned by doing, rather than by memorizing and regurgitating. Instead, I would rather you focus your energy on the homework assignments and the dataset analyses. Comfort in statistics only comes from practicing!

Grading Scale

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92.5-100%	90-92.4%	87.5-89.9%	82.5-87.4%	80-82.4%	77.5-79.9%	72.5-77.4%	70-72.4%	67.5-69.9%	62.5-67.5%	60-62.4%	0-59.9%

Lab Participation

Since each class is divided into just two sections (lecture and lab time), I will be devoting a considerable amount of class time so that you can practice with SPSS. Take this time seriously. Not only is this a chance to work on your homework assignments, but this is also your chance to work in SPSS while I am around to answer questions. So, I expect everyone to use this time wisely. Lab participation for the semester will be worth a total of 40 points – as long as you stay in class and show that you are trying, you will get full marks!

Homework Description and Requirements

During the semester, you will complete a total of 10 homework assignments, worth 10 points each. Homework assignments are designed to provide evidence of mastery of course concepts. There will be devoted class time to work on homework assignments, but you may need extra time outside of class to finish. Homework assignments will be found online in the module for the week they are due, but they will only open one week prior to the due date. You will upload each homework assignment through the online assignment portal before the start of class on the due date. Typically, I will not accept late homework assignments unless there are special circumstances with documentation. When I approve a late assignment, you will lose 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment.

Dataset Analyses: Group and Individual

You will have two large projects this semester: one dataset analysis completed as a group and one completed individually. For the group analysis, I will provide the dataset and background information, and you will decide on a hypothesis to test as a group. For the individual analysis, you must provide your own dataset. If you have data from your own thesis/dissertation, absolutely use that! If not, ask your advisor if they have any data you can use, or search for open access datasets online (there are plenty out there, trust me). While the group analysis may not be

directly related to your own research, the goal for the individual project is to learn how to conduct analyses that will be useful as you dive into your dissertation. Your data should include both qualitative (e.g., sex, ancestry, location, etc.) and quantitative (e.g., craniometrics, artifact count, item weight, etc.) variables, and you should have *at least* 30 data points.

Group Dataset Presentation (40 points) – Around the middle of the semester (**February 28**), you will give a 12-minute presentation of your analysis results to the class as a group, and you will be expected to answer at least 3 minutes of questions afterwards. The group presentation should be in the form of a PowerPoint. Your job during this presentation is to walk us through every part of the analysis, including all details of the figures and tables, and you must email your presentation to me before class on the day you present.

Group Dataset Written Analysis (80 points) – As a group, you will write up a report describing the statistical choices you made throughout the analysis of your dataset, due the week after the group presentations (**March 6**). This report should include the types of statistical tests conducted, why those tests were appropriate based on your group's data, and a written description of results from the tests that you chose to conduct. Your group's final written analysis should essentially be the written version of what you all presented to the class.

Individual Data Plan Workshop Discussion (20 points) – For two weeks (Monday, 2/10 through Friday, 2/21), a discussion board will be open on WebCourses. You have two different jobs in this discussion board. First, you will write a post outlining the plan of attack for your individual dataset analysis (dataset, hypothesis, potential statistical methods, etc.). Second, you will need to respond to *everyone else's* data plan post to provide feedback. The purpose of this discussion board is to make sure your analyses are appropriate for your data type and see if anyone has constructive ideas to improve your final project. The board will remain open, but your posts are due by **11:59 pm EST on February 21**.

Individual Dataset Presentation (40 points) – At the end of the semester (**April 17**), you will give a 15-minute presentation of your individual analysis results to the class in a Zoom meeting on WebCourses, and you will be expected to answer around 5 minutes of questions afterwards. The individual presentation should be in the form of a 48"x36" poster (you do NOT need to print a physical copy – instead, you will share your screen and we can see the poster that way). As with the group presentation, your job will be to walk us through the analysis you conducted, including all details of the figures and tables. However, you should additionally address the design of your poster – why did you choose to present the results in this format, why do you think this design was effective, etc.? You must email me your poster before class on the day you present.

Individual Dataset Written Analysis (100 points) – Finally, as with the group analysis, you will write up a report describing the statistical choices that you made throughout the analysis of your dataset, due by the beginning of our assigned final exam period (**Friday, April 24 at 1:00 pm EST**). Again, this report should include the types of statistical tests conducted, why those

tests were appropriate based on your data, and a written description of results from the tests that you chose to conduct.

Instructions to Save and Load Datasets

If you require technical assistance opening or working with SPSS on MyApps, please use the following link: <https://online.ucf.edu/support/> .

Rules of Conduct Statement

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.

The point of working in the computer lab is to allow you to open SPSS, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course 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. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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, students may consult The Center for Academic Integrity <<https://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* <<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 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 <<https://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 (SAS) <<http://sas.sdes.ucf.edu/>> (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 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/workplacesafety.html>> (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 <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>>).

Make-Up Assignments for Authorized University Events or Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <<https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.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:

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

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.

Important Dates

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due
Jan. 10	Introduction to course and syllabus; Refresher on topics from part 1	Review Lomax Chap. 6-8 and Madrigal Chap. 7	UCF Financial Aid Requirement
Jan. 17	Planning and presenting research refresher; Inter- and intraobserver error	Review Research PowerPoint Leech Sect. 3.4-3.6	
Jan. 24	Inferences about variances	Lomax Chap. 9	Homework 1 due
Jan. 31	Bivariate measures of association	Lomax Chap. 10 George Chap. 10	Homework 2 due
Feb. 7	ANOVA; Non-parametric alternative tests for more than two groups; Multiple comparison procedures	Lomax Chap. 11 & 12 George Chap. 12 and Sect. 17.4 Madrigal Sect. 7.3	Homework 3 due
Feb. 14	Multi-factorial ANOVA; ANCOVA	Lomax Chap. 13 & 14 Leech Chap. 9	Homework 4 due Data Plan Workshop Discussion Board opens Feb. 10
Feb. 21	No in-person class – AAFS Annual Conference Data Plan Workshop Discussion Board posts due Feb. 21		
Feb. 28	Multivariate ANOVA (MANOVA)	Leech Chap. 11 George Chap. 23	Group dataset presentations Homework 5 due
Mar. 6	Simple linear regression	Lomax Chap. 17 George Chap. 15	Group dataset written analysis due Homework 6 due
Mar. 13	No class – Spring Break		
Mar. 20	Multiple linear regression	Lomax Chap. 18 Leech Chap. 6 George Chap. 16	Homework 7 due
Mar. 27	Logistic regression	Lomax Chap. 19 Leech Sect. 8.1 George Chap. 25	
Apr. 3	Discriminant function analysis	Leech Sect. 8.3 George Chap. 22	Homework 8 due
Apr. 10	Ordination	Leech Chap. 4 George Chap. 20	Homework 9 due
Apr. 17	N/A	N/A	Individual dataset presentations Homework 10 due

Apr. 24	Finals Week	N/A	Individual dataset written analysis due by 1:00 pm EST
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