



General Anthropology

ANT 2000 (0002) ▪ Spring 2020

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

SYLLABUS AMENDMENT 2.0

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

The following changes to the ANT 2000 (0002) General 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 lectures and graded work:

- All class lectures will be delivered in .mp4 format online through our WebCourses class modules
- Due dates for graded work will remain in place and unchanged at this time (see next item for possible accommodations)

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



General Anthropology

ANT 2000 (0002) ▪ Spring 2020

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

SYLLABUS AMENDMENT 1.0

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

The following changes to the ANT 2000 (0002) General 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 lectures and activities:
 - All class lectures will be delivered in .mp4 format online through our WebCourses class modules
- 3) Due date changes for graded work:
 - **QUIZ 8 submission** has been extended through 11:59pm ET on MAR 19
 - **Exam 2 submission** has been extend through 11:59pm EST on MAR 20
 - All other due dates for graded work will 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



General Anthropology

ANT 2000 (0002) ▪ Spring 2020

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

Course Information

Course Name:	General Anthropology
Course ID:	ANT 2000 (0002) / Spring 2020
Credit Hours:	3.0 hours
Location/time:	Harris Engineering Center (HEC) Room 125 / Tuesdays and Thursdays 1:30-2:45pm

Professor Contact

Professor:	Dr. Lana Williams
Main office:	UCF Main Campus - Phillips Hall 309F
Phone:	407-823-2227
Online Hours:	Monday 9:30-11:30 AM via Chat
In Office Hours:	Monday 9:30-11:30 AM (or by scheduled appointment)
E-mail:	via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTAs:	Jane Holmstrom
Main office:	UCF Main Campus - Phillips Hall 309 / 407-823-2227
Phone:	407-823-2227
Online Hours:	Tuesday 3:00-4:00 PM via Chat
In Office Hours:	Tuesday 3:00-4:00 PM (or by scheduled appointment)
E-mail:	via WebCourses Inbox messaging

University Catalog Description

An introductory survey of the four main subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics and Archaeology. **Prerequisite:** None

This course is a State General Education Core Course, and it satisfies the Social Foundation Area 1 requirement. The course also satisfies unrestricted elective requirements for many additional UCF degree programs. Please consult your academic advisor to determine how this course applies to your degree requirements.

What is this course about?

Have you ever wondered about the people around you? Why they look the way they do? How they know to behave in different situations? How they even got there in the first place? Anthropology – the study of the human condition in the past, present, and future – can help you find answers to these questions and many more. Anthropologists research these kinds of questions using scientific and humanistic perspectives from four main subfields: biological anthropology (the study of human genetics, evolution, and diversity), archaeology (the study of past human material culture), linguistics (the study of human language, communication, and writing systems), and social anthropology (the study of human society and culture).

From art and economics, to Ancient Egypt and modern human genetics, this General Anthropology course includes everything you'll need to get acquainted with the research methods and theoretical approaches used to investigate the history of human development, the diversity of our cultural and social institutions, and issues that we face in our rapidly changing world, including environmental

change, race and ethnic relations, world health issues, and globalization. Our primary goal is to explore, understand and respond meaningfully to the diversity of human possibilities.

What skills will I develop in this course?

Emphasis is placed on developing the analytical skills necessary to evaluate scientific literature and mass media statements about human behavioral and biological diversity and similarity both past and present.

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

- Explain and identify basic concepts and theoretical developments from four main subfields of anthropology.
- Summarize how anthropologists solve problems in business, government, public health, education, history, technology, and advocacy.
- Examine and evaluate methods and ethics of anthropological fieldwork, research and writing.
- Apply concepts of anthropology to past and contemporary global and social issues and your own behaviors.
- Consider how you and your place in the world may be perceived, how you perceive others, and the potential impact these perspectives may have on social, economic, and political institutions.
- Generate and defend informed opinions concerning past and contemporary diversity of differences, similarities, and interrelationships among individuals, cultures, and societies.

While emphasis is placed on the earning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

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

What textbooks will I need?

This course uses **open educational resource (OER) textbook materials**, which means that **you do not have any textbooks to purchase** for this course! All textbook materials are free and **supplied directly in your course companion learning modules** in WebCourses@UCF.

NOTE: All files are supplied in .pdf format for ease of download and personal use, portability among devices, and standardization if you choose to print a copy of any assigned readings.

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 companion learning forum and will be used to deliver some of your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. [Knight's Online](#) has excellent resources to assist you in being successful when working in the 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?

General Anthropology is based on concepts and themes from areas of study that may be somewhat familiar to many of you; but, the focus areas of research, methods, and theories applied may be completely new. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your

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

During the next 14 weeks of the Spring 2020 term, you should expect to spend around **three hours of class time each week listening to lectures, taking notes, viewing and listening to online media, and participating in class activities.** You should also plan on setting aside at least **two-to-three hours each week to review and complete your assigned reading and 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 2000-level course. All due dates for assignments, quizzes and exams 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 and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **face-to-face office hours in Howard Philips Hall 309F on Mondays from 9:30-11:30am.** If you are not on UCF's Main Campus at that time, you can also visit my **online office hours during those same hours.** If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or 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:

- submit a Required Academic Activity to start the course;
- attend class and participate in activities on Tuesdays and Thursdays from 1:30-2:45pm EST
- review online companion learning module materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- submit 10 of 12 Quizzes (two lowest scores are dropped);
- submit 7 Anthropology Activity assignments;
- submit 3 Exams (in-class or online option).

In each learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings outside of your textbook, media content, graded assignment instructions, and links to information websites. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

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

How do I get started in the course?

After 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.

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Who Are We?](#) discussion in the COURSE INTRO: Things You Should Know by **11:59pm EST on JAN 10, 2020**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Required (1) & Anthropology Activities (7)	220	35%
Quizzes (10)	100	20%
Exams (3)	300	45%
Total Possible	520	100%

You will be evaluated on your ability to articulate and critically apply terms, concepts and theories from course materials in online quizzes and exams and to demonstrate critical thinking and reflection in your Anthropology Activity assignments, and classroom attendance activities.

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you will have an opportunity to meet other students, share your interests, and find out who we are as a class. **You are required to participate in and submit this discussion assignment** to access course materials.
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and research presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 10 of the 12 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 12 possible quiz grades when calculating your final grade.
- **Anthropology Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you further develop your skills in gathering and analyzing data, interpreting results, and understanding the applications of the various techniques used in assessing and understanding past and contemporary human biological and cultural diversity. **You are required to submit all 7 activity assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and scientific evidence presented in a select group of learning modules. Exams will include a mix of multiple choice, true-false, identification, fill-in, and short answer questions. **You are required to submit all 3 exams.**
 - **NOTE: Exams for this course will be written online** at set dates during the term. You may also opt to write your exams in paper form on the set dates during regular class time and the scheduled final exam period. **If you would prefer the paper format for your exams, you MUST notify me in writing no later than 11:59pm EST on JAN 22, 2020.**

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

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

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

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

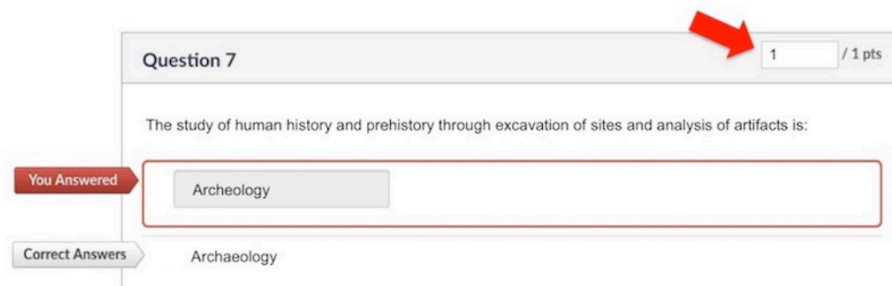
How do I view my grades?

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, quiz grades will be available within three days after the final due date. For most activity assignments and exams, grades will be available within seven-to-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.

You will receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment grading comments, rubric criteria comments or correct answers supplied for comparison with your work. If you have any questions about your score **after a grade has been posted**, please notify me or your GTAs using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

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

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



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

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

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes, assignments and exams are not accepted after their due date without an approved and valid, verifiable excuse.** Please contact your professor via WebCourses Inbox if you need to have an absence validated and approved for scheduling make-up work. If approved, no penalty will be applied.

To be fair to everyone in the course, and to the GTAs who will be completing the majority of grading, **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.

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- If you find yourself in a situation where you are **going to miss an exam due date**, 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 exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Are there accommodations for authorized absences?

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

- Students who are **deployed active duty military** and/or **National Guard personnel** and require accommodation should **contact their instructors** as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
- Students who are **active emergency first 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) 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 write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources.** If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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

How can I use study groups and external materials responsibly?

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

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

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

- Taking a screen shot of an online quiz or exam question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.. is considered academic misconduct.
- Joining others to take an online quiz or test and sharing answers in the process is considered academic misconduct.

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 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 or GTAs for assistance.

Why should I use WebCourses Email Inbox?

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



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

All communication between student and instructor, between student and GTAs, and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems.** Your GTAs and I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF [Canvas Student Mobile application](#).

What are the technology and software requirements?

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


- Access to a reliable laptop or desktop computer **at least three times a week.** If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for [lab hours and locations](#) [↗].
- 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 isn't working in the course modules?

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





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

- Technical assistance is available through phone, email and live chat through WebCourses@UCF Support 
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

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

What do I do if there is a campus emergency?

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

- In case of emergency, **dial 911** for assistance.
- Every UCF classroom contains an **emergency procedure guide** posted on a wall near the door. Students should make a note of the guide's physical location and review the [online version](#) .
- 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 course lecture and assignment schedule?

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

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

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

Date	Details	
Fri Jan 10, 2020	 REQUIRED ACTIVITY: Who Are We?	due by 11:59pm
Mon Jan 13, 2020	 QUIZ 1: Using Anthropology	due by 11:59pm
	 REQUIRED ACTIVITY: Discussion Response	due by 11:59pm

Wed Jan 22, 2020	 EXAM MODE NOTIFICATION	due by 11:59pm
Thu Jan 23, 2020	 QUIZ 2: Our Origins	due by 11:59pm
	 ACTIVITY 1: Humans as Primates	due by 11:59pm
Thu Jan 30, 2020	 QUIZ 3: Human Biodiversity	due by 11:59pm
Thu Feb 6, 2020	 EXAM 1: Modules 1 through 4	due by 2:45pm
	 QUIZ 4: Controlling Bodies	due by 11:59pm
	 ACTIVITY 2: Other Handedness	due by 11:59pm
Mon Feb 17, 2020	 QUIZ 5: Thinking and Communicating	due by 11:59pm
	 ACTIVITY 3: Language and Representation	due by 11:59pm
Mon Feb 24, 2020	 QUIZ 6: States of Being	due by 11:59pm
Sat Feb 29, 2020	 ACTIVITY 4: Gender Interview	due by 11:59pm
Mon Mar 2, 2020	 QUIZ 7: Social Capital	due by 11:59pm
	 ACTIVITY 5: Money Is the Measure	due by 11:59pm
Mon Mar 9, 2020	 QUIZ 8: Ritual and Religion	due by 11:59pm
Tue Mar 17, 2020	 EXAM 2: Modules 5 through 8	due by 2:45pm
Mon Mar 30, 2020	 QUIZ 9: Power and Boundaries	due by 11:59pm
	 ACTIVITY 6: Power of False Generalization	due by 11:59pm
Mon Apr 6, 2020	 QUIZ 10: Material Things	due by 11:59pm
	 ACTIVITY 7: Objects and Ethics	due by 11:59pm
Mon Apr 13, 2020	 QUIZ 11: Early Transitions	due by 11:59pm
Mon Apr 20, 2020	 QUIZ 12: Early Cities and States	due by 11:59pm
Tue Apr 21, 2020	 EXAM 3: Modules 9 through 12	due by 2:45pm

Course Syllabus

[Jump to Today](#)
 Edit


General Anthropology Spring 2020

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



STATEMENT OF ADJUSTMENTS DUE TO COVID-19

Due to school closure resulting from COVID-19, all face-to-face classes are canceled for the rest of the semester. School closure will not affect any due dates for reading quizzes, assignments, and exams. Face-to-face lectures will be converted to brief content pages that can be found in weekly modules. Attendance will stop on the last day we were in session. I will no longer be holding office hours on campus, but students should feel free to contact me any time via email.

Course Information

Course name: General Anthropology
Course ID: ANT 2000 (0M01)
Credit hours: 3.0 hours
Semester/year: Spring 2020
Location/time: MW 11:30-12:20, BA1 119
Course GTA: Rodrigo Guzman
GTA hours: M 1-2, W 10-11, HPH 309
GTA e-mail: via WebCourses Inbox

Professor Contact

Instructor: Dr. Michael Callaghan
Main office: Howard Phillips Hall 409L
Phone: 407-823-4964
Office Hours: MW 9-11 and appointment
E-mail: michael.callaghan@ucf.edu

University Catalog Description

An introductory survey of the four major subfields of Anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. No pre-requisites required.

What is this course about?

General anthropology includes everything you'll need to get acquainted with the research methodologies and theoretical approaches used by anthropologists to investigate the past and present human experience in society and the natural world. We will study each of anthropology's subfields by exploring such topics as human evolution and genetic diversity, archaeological excavations and prehistoric societies, language use and identity, and social institutions of gender, power, kinship, spiritualism and economics. Your goal is to take a fresh look at the world around you, make sense of what may seem strange or irrational, and better understand the processes, meanings and motivations behind who we are and what we do as humans.

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

- Identify central theoretical concepts of biological anthropology, archaeology, linguistic anthropology, and cultural anthropology and describe how these theoretical concepts contributed to the development of the discipline.

- Describe the role anthropologists play in examining social, cultural and biological assumptions about humans and explain how the anthropological perspective differs from both ethnocentrism and American exceptionalism.
- Make use of the topical or thematic specializations that exist within contemporary anthropology as examples of the range of questions and concerns anthropologists address.
- Demonstrate an understanding of scientific evidence for human evolution and biological diversity, archaeological interpretation of the past, relationship between language and culture, and positioning of social institutions and the self.
- Examine media and literature concerning human diversity, cultural interactions, and our human past to effectively recognize statements of opinion versus statements of scientific fact.

What skills will I develop in this course?

While emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about topics in anthropology, you will also be developing the following intellectual and practical skills needed in your higher level university study and future employment opportunities:

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

- Demonstrate core skills of inquiry, analysis, and critical and creative thinking.
- Demonstrate initial skills in information literacy.
- Provide opinions and factual information through written and oral communication.
- Apply intercultural knowledge in various contexts.
- Participate in teamwork and problem solving activities in an effective manner.
- Understand the importance of civic engagement on a local and global scale.

How does this course relate to my Gen-Ed Experience?

General anthropology embodies the very essence of the UCF Integrative Gen-Ed experience. The Gen-Ed experience is designed to:

- Broaden and deepen your understanding of common human themes helping you to develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn
- Make you successful writers, speakers, and producers of digital materials in the academic, civic, and professional worlds
- Deepen your understanding of scientific methods while learning to connect and apply them to challenges facing our society today
- Transform you into well informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically rich environment
- Train you to assess and decipher information in a world of conflicting sources

Through our holistic, comparative, and relativistic approach anthropologists apply method and theory from all five dimensions of the Gen-Ed Experience to study human behavior. This particular section will emphasize primary, secondary, and tertiary learning outcomes from the following dimensions:

- **Interpretation and Evaluation:** You will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge.
- **Cultural Interactions:** You will broaden and deepen your understanding of common human themes; develop an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what you learn.
- **Knowledge Application:** You will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society today.

What reading materials and supplies will I need?

You are not required to purchase any textbooks for successful completion of this course. All readings used in this course are **provided as open resources, made available to you through the UCF Library system, or posted in the modules**. Links to all required readings are supplied in each online learning module. The readings may be read directly online or downloaded. Some of these may have a limited number of printable pages. If this is the case, a full print copy can also be found in the UCF Library Reserve system.

Open Educational Resources include:

[Exploring our World: Biological and Archaeological Principles of General Anthropology](https://florida.theorange.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/). (https://florida.theorange.org/og/items/d97a58ca-be1a-446b-b08e-a4cca183cd32/1/)(Michael Callaghan and Lana Williams, 2019)

[Perspectives: An Open Invitation to Cultural Anthropology](http://perspectives.americananthro.org/). (http://perspectives.americananthro.org/)(Nina Brown, Laura Tubelle de González, and Thomas McIlwraith, 2017)

How should I plan my time for this course?

General anthropology is based on concepts and methods from biological and cultural anthropology, archaeology, and linguistic anthropology – 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 subjects, 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 16 weeks, you should expect to spend around **1.5 hours of class time each week engaging in face-to-face lectures.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. 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 course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please visit my **office hours on Mondays and Wednesdays from 9:00-11am** in my office in Howard Philips Hall 409L. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA (see menu on the left for access).

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Academic Survey](#) by **11:59pm EST on January 10, 2019**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid.**

What are the course requirements?

Summary

This course begins on **January 6, 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
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 3 online exams
- complete 8 out of 10 online assignments

Academic Activity Assessment (week 1 only)

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

Gen-Ed Pre-Test and Post-Test

You will find access to Gen-Ed quizzes in your personal webcourses main menu. The pre-test and post-test are used by the university and our department to determine what you learned during the semester. They **will not** count against you. The **Pre Test is due January 19 at 11:59pm**. The **Post Test is due May 3 at 11:59pm**.

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your exams. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** you come to class, so that you will be prepared to understand the lectures and participate in discussions.

Attendance (5% of final grade)

Attendance will be taken using the new "UCF here" app available for all smart phones. If you do not have a smart phone, come see me before the second week of classes. We will begin taking attendance the second week of classes once enrollments become stable.

Reading Quizzes (16% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings due on the day of the face-to-face class each Tuesday. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Weekly Assignments (16% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond or reflect upon an issue relevant to the course, or apply a method/theory to your own experience. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Online Exams (62% of final grade)

Three exams will be administered during the semester, two midterms and one final. The exams are not cumulative. However, subsequent exams may include concepts and facts referring to material covered earlier in the course. I will inform you in advance about the material you need to review in preparation for the exam questions and provide a study guide. All exams will be taken online. **The final exam is Exam 3 and will be taken online due by Friday April 24 at 11:59pm.**

How will I be evaluated and graded?

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

Assessment:	Points Possible	% Final Grade
Academic Activity	1	<1%
Attendance	25	5%
Reading Quizzes (8 of 10)	80	20%
Exams (3)	300	55%
Assignments (8 of 10)	80	20%
Total	486	100%

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct.** If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect, but the **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



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

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%

B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical 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.

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

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

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

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Is the course accessible for students with disabilities?

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](http://sas.sdes.ucf.edu) (<http://sas.sdes.ucf.edu>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

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

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

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

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

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

Why should I use WebCourses Inbox?

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

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




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

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

What are the technology and software requirements?

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

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

-  ICON <http://get.adobe.com/reader/> (<http://get.adobe.com/reader/>)
Reader.png
-  ICON <http://get.adobe.com/flashplayer/>
Flash.png (<http://get.adobe.com/flashplayer/>)
-  ICON <http://www.microsoft.com/en-eg/download/details.aspx?id=13>
Powerpoint.png (<http://www.microsoft.com/en-eg/download/details.aspx?id=13>)

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

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

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

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

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

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

What if there is an Emergency on campus?

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (<http://www.ehs.ucf.edu/AEDLocations-UCF>).(click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video [You CAN Survive an Active Shooter](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be) (<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>).



<https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be>

What is the course lecture and assignment schedule?

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

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

















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

Week	Date	Topic	Readings	Assig
1	6-Jan	What is Anthropology?		
	8-Jan	Are there different kinds of Anthropologists?	Callaghan and Williams (chapter 1, pp. 1-8)	Acade Activi Surve
2	13-Jan	What is Culture?	Callaghan and Williams (chapter 1, pp. 8-20)	Readi 1
	15-Jan	Is Cultural Relativity Possible?	Miner, 1956.pdf ; Kratz, 2002.pdf	Assig
3	20-Jan	NO CLASS - MLK DAY		
	22-Jan	Why is Evolutionary Theory Important?	Callaghan and Williams (chapter 2, pp. 21-52)	Readi 2
4	27-Jan	Evolutionary Theory Cont'd	Review Callaghan and Williams (chapter 2, pp. 21-52)	
	29-Jan	Can we Reconcile Evolution and Faith?	Callaghan and Williams (chapter 2, pp. 52-58) ; Collins, 2007.pdf ; Penn State.pdf	Assig
5	3-Feb	Who were the Earliest Hominids?	Callaghan and Williams (chapter 4, pp. 100-114)	Readi 3
	5-Feb	Who were the Earliest Homo Species?	Callaghan and Williams (chapter 4, pp. 115-122)	Assig 3A Assig 3B
6	10-Feb	When did Homo Sapiens Evolve?	Callaghan and Williams (chapter 4, pp. 122-142)	Readi 4
	12-Feb	What's it Like to Find Fossil Hominids?	The Atlantic (https://www.theatlantic.com/science/archive/2017/05/homo-naledi-age/525825/) , Scientific American (https://www.scientificamerican.com/article/new-evidence-of-mysterious-homo-naledi-raises-questions-about-how-humans-evolved/) Film: Dawn of Humanity (https://www.youtube.com/watch?v=RzLJAa5X4Fo) (https://www.youtube.com/watch?v=RzLJAa5X4Fo)	Assig
7	17-Feb	Are Humans still Evolving?	Callaghan and Williams (chapter 3) (%24CANVAS COURSE REFERENCE%24/file_ref/g0c4041f8d945b64b7e7f8d4dc8e8d6b2/download?wrap=1)	
	19-Feb	Biological Anthropology Catch-up Day		Exam
8	24-Feb	How do we do Archaeology?	Callaghan and Williams (chapter 5)	Readi 5
	26-Feb	Where did Ancient States Come from and were they Inevitable?	Callaghan and Williams (chapter 6, pp. 165-181)	Assig
9	2-Mar	What did the Ancient Maya believe?	Callaghan and Williams (chapter 6, pp. 182-204)	Readi 6
	4-Mar	How did the Ancient Maya live and where did they go?	Schele and Freidel, 1992	Assig
10	9-Mar	NO CLASS - SPRING BREAK		
	11-Mar	NO CLASS - SPRING BREAK		

11	16-Mar	The Sapir-Whorf Hypothesis	Thomson (1975)	Reading 7
	18-Mar	What is Language?	Perspectives (chapter 4)	Assign
12	23-Mar	Why do we Miscommunicate if we speak the same Language?	Tannen (1990 , 1994)	
	25-Mar	Linguistics Catch-Up Day		Exam
13	30-Mar	How do Cultural Anthropologists Study Living Groups?	Perspectives (chapters 3) ; Sterk (2000)	Reading 8
	1-Apr	How and When do we Learn our Culture?	Henry (1963) ; Kindergarten Education (https://ideapod.com/professor-education-reveals-disturbing-trend-kindergartens-around-us/)	Assign
14	6-Apr	How do Boys become Men and Girls become Women?	Perspectives (chapter 10)	Reading 9
	8-Apr	The Sambia and the Construction of Gender	Herdt (1983)	Assign
15	13-Apr	Where do our Relatives come from and why does it Matter?	Perspectives (chapter 8)	Reading 10
	15-Apr	How do we Create Meaning through Religion?	Perspectives (chapter 11)	Assign
16	20-Apr	Cultural Anthropology Catch-Up Day		
	24-Apr	NO CLASS - EXAM 3 (FINAL) DUE BY 11:59pm FRIDAY		Exam

Course Summary:

Date	Details	
Fri Jan 10, 2020	Academic Activity Survey (https://webcourses.ucf.edu/courses/1350626/assignments/6451640)	due by 11:59pm
Sun Jan 12, 2020	Reading Quiz 1 (https://webcourses.ucf.edu/courses/1350626/assignments/6451639)	due by 11:59pm
Fri Jan 17, 2020	Cultural Relativity (https://webcourses.ucf.edu/courses/1350626/assignments/6451655)	due by 11:59pm
Tue Jan 21, 2020	Reading Quiz 2 (https://webcourses.ucf.edu/courses/1350626/assignments/6451647)	due by 11:59pm
Fri Jan 24, 2020	Miller EC (1-17) (https://webcourses.ucf.edu/courses/1350626/assignments/6518737)	due by 11:59pm
Fri Jan 31, 2020	Reconciling Faith and Evolution (https://webcourses.ucf.edu/courses/1350626/assignments/6451654)	due by 11:59pm
Sun Feb 2, 2020	Reading Quiz 3 (https://webcourses.ucf.edu/courses/1350626/assignments/6451650)	due by 11:59pm
Fri Feb 7, 2020	Early Hominid Location Labeling (https://webcourses.ucf.edu/courses/1350626/assignments/6451660)	due by 11:59pm
	Hominid Matching Timeline (https://webcourses.ucf.edu/courses/1350626/assignments/6451664)	due by 11:59pm
Sun Feb 9, 2020	Reading Quiz 4 (https://webcourses.ucf.edu/courses/1350626/assignments/6451644)	due by 11:59pm
Fri Feb 14, 2020	Documenting a Popular Paleo-find (https://webcourses.ucf.edu/courses/1350626/assignments/6451659)	due by 11:59pm
Fri Feb 21, 2020	Exam 1 (https://webcourses.ucf.edu/courses/1350626/assignments/6451645)	due by 11:59pm
Sun Feb 23, 2020	Reading Quiz 5 (https://webcourses.ucf.edu/courses/1350626/assignments/6451642)	due by 11:59pm

Date	Details	
Mon Feb 24, 2020	 Lovingood EC (2/17) (https://webcourses.ucf.edu/courses/1350626/assignments/6533538)	due by 11:59pm
Fri Feb 28, 2020	 Archaeology of a Room (https://webcourses.ucf.edu/courses/1350626/assignments/6451656)	due by 11:59pm
Sun Mar 1, 2020	 Reading Quiz 6 (https://webcourses.ucf.edu/courses/1350626/assignments/6451651)	due by 11:59pm
Fri Mar 6, 2020	 Materializing Myth (https://webcourses.ucf.edu/courses/1350626/assignments/6451668)	due by 11:59pm
Sun Mar 15, 2020	 Reading Quiz 7 (https://webcourses.ucf.edu/courses/1350626/assignments/6451649)	due by 11:59pm
Mon Mar 16, 2020	 Karul EC (3/6) (https://webcourses.ucf.edu/courses/1350626/assignments/6540184)	due by 11:59pm
Mon Mar 23, 2020	 Worlds Shaped by Words (https://webcourses.ucf.edu/courses/1350626/assignments/6451671)	due by 11:59pm
Fri Mar 27, 2020	 Exam 2 (https://webcourses.ucf.edu/courses/1350626/assignments/6451646)	due by 11:59pm
Sun Mar 29, 2020	 Reading Quiz 8 (https://webcourses.ucf.edu/courses/1350626/assignments/6451643)	due by 11:59pm
Fri Apr 3, 2020	 Socialization through Stories (https://webcourses.ucf.edu/courses/1350626/assignments/6451653)	due by 11:59pm
Sun Apr 5, 2020	 Reading Quiz 9 (https://webcourses.ucf.edu/courses/1350626/assignments/6451638)	due by 11:59pm
Fri Apr 10, 2020	 "Playing" with Gender: Creating Gender through Toys (https://webcourses.ucf.edu/courses/1350626/assignments/6451652)	due by 11:59pm
Sun Apr 12, 2020	 Reading Quiz 10 (https://webcourses.ucf.edu/courses/1350626/assignments/6451648)	due by 11:59pm
Fri Apr 17, 2020	 Kinship Chart (https://webcourses.ucf.edu/courses/1350626/assignments/6451666)	due by 11:59pm
Fri Apr 24, 2020	 Exam 3 (https://webcourses.ucf.edu/courses/1350626/assignments/6451641)	due by 11:59pm
	 Attendance (https://webcourses.ucf.edu/courses/1350626/assignments/6519103)	

ANT 2000: General Anthropology

Section OW60 – Spring 2020

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Email: Use WebCourses Email

Office: Main Campus, Phillips Hall, 311C

F2F Office Hours: MW 1:30pm – 2:30pm

Online Office Hours: By Appointment

I will not hold office hours on days that class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Suzanne Draper

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Email

Office Hours: TBD

Catalog Description

An introductory survey of the four major subfields of anthropology: Social Anthropology, Physical Anthropology, Linguistics, and Archaeology. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

There is NO assigned textbook for this course. Nothing to buy. Nothing!

Additional, short readings will be included for specific topics. These will be provided as PDFs or hyperlinks in WebCourses.

Course Description

This course introduces students to the dynamic discipline of anthropology as it exists in the contemporary world. Such an understanding requires a historical perspective and broad foundation because anthropology takes as its subject a wide range of topics (basically, everything humans do, have done, and will do). This variation is partially a product of anthropologists identifying with one or more of four broadly defined sub-disciplines. These sub-disciplines are biological, archaeological, social/cultural, and linguistic. Questions asked by anthropologists include the evolution of modern humans and primate behavior (biological anthropology); the diversity of languages, their origins, and spread across the planet (linguistic anthropology);

documenting and understanding the multiplicity of cultural groups throughout the world (cultural anthropology); and the experiences of past peoples as evidenced through their material remains (archaeological anthropology). This course will demonstrate the vitality of anthropology in our rapidly changing world.

My Approach to Online Teaching

This is an online course, which means that we DO NOT meet in person. All assignments will be completed online (see course schedule below for more information). The instructor will hold office hours virtually and students can interact via email or through WebCourses. Video lectures will be uploaded on or prior to Wednesday each week. These are placed inside a non-graded discussion corresponding to each week. This allows us a forum to discuss the lecture, similar to the Q&A found in face-to-face courses. It is not required that you post in these non-graded discussions.

I approach online courses like face-to-face and mixed mode courses. In other words, I will release new content (e.g., video lectures) each week and due dates are extremely important. I am aware that other faculty approach online teaching differently. I continue to experiment with various approaches to maximize the impact of this course's content. So, I am happy to receive thoughtful feedback, but I am not able to change things mid-semester. Thoughtful feedback is not asking for a change to address one's failure to keep up with work. I will also post a PDF of the PowerPoint file used for each video lecture (in the Modules section).

Course Objectives

Upon successful completion of this course, each student will:

- Apply anthropological concepts and critical reasoning skills to culture, human diversity, and the modern world around you
- Have a detailed knowledge of anthropology's sub-disciplines, how they have been re-configured over time, and the major methods employed by each
- Understand the evolutionary sequence beginning approximately 5-6 million years ago leading up to modern humans
- Understand the rise of social complexity and the trajectory of economic, political, and legal systems across time and space
- Develop an appreciation for the wide range of cultural perspectives on kinship, domestic life, reproduction, and illness

- Understand how anthropology contributes to the modern world by exploring the development of religions, expressive cultures, and the importance of cross-cultural communication
- Increase their knowledge of the interconnectedness of our world, and how our world is transforming because of globalization and development, migration, and new media

Grading

Grades will be determined from four exams, three film quizzes, and three online discussions. Students are expected to complete assigned readings prior to viewing the lecture and/or completing other assignments. Your grades will come from the following:

Four Exams	240 possible points
Three Online Discussion	30 possible points
Three Video Quizzes	30 possible points

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, true/false, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete the exam. Exams are administered via WebCourses@UCF and will be available for 48 hours (pay attention to these dates!). To combat cheating, exams are timed and questions randomized so no two exams are the same. Questions are drawn from lectures, videos, and PDF readings. All PowerPoints are posted on WebCourses with each video lecture (see Modules section). There are NO cumulative exams in this class. Each exam covers a set of weeks (see course schedule for details).

[Total Points: 240]

Three Online Discussions: Three online, week-long discussions throughout the semester will introduce students to the rapidly growing aspects of Digital Anthropology, a specialty of the instructor. This rapidly expanding field examines how digital media interact with culture, it is a fascinating area of research. These discussions will let us explore this emerging field together. Each discussion will include readings, videos, or both. Readings are typically short PDFs or project websites. A rubric and other grading criteria will be provided. Online discussions run from 12am Saturday to 11:59pm the following Friday.

[Total Points: 30]

Three Video Quizzes: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Saturday and Friday the week they are due.

[Total Points: 30]

Total Possible Points: 300

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, $90/100 = .9 \times 100 = 90\%$. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9
B+ = 87-89.9 B = 84-86.9 B- = 80-83.9
C+ = 77-79.9 C = 74-76.9
D+ = 67-69.9 D = 64-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Attendance and Make-Up Policies

Attendance is not taken in this class, but is highly encouraged. By that I mean log into WebCourses (at least) a couple of times each week and monitor your progress. I often make announcements that may help with this.

Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Online Discussion Policy

Online discussions cannot be made up as they involve interacting with other students. Students who fail to participate will be allowed to turn in a 2-page essay discussing the assignment's

topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

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

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

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

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait at least 24 hours before contacting me about individual grades.* Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If

you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

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

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. Everyone will show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please reach out to me. I want this type of engagement and we can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

Course Schedule

Week 1: Jan 6 – Jan 10

Topic: Course Introduction & What Is Anthropology?

Assignments: Syllabus Quiz, GEP Quiz

Week 2: Jan 13 – Jan 17

Topic: Culture & Evolution

Week 3: Jan 20 – Jan 24

Topic: Language and Meaning

Assignment: Online Discussion - Cyborg Anthropology (Opens Jan 18)

Week 4: Jan 27 – Jan 31

Topic: Kinship and Relatedness

Exam 1: Weeks 1-4, available 12am January 30 to 11:59pm January 31

Week 5: Feb 3 – Feb 7

Topic: Economic and Political Anthropology

Week 6: Feb 10 – Feb 14

Topic: Sex, Gender, & Power

Assignment: Film Quiz – *Tree of Iron* (Opens Feb 8)

Week 7: Feb 17 – Feb 21

Topic: Social Inequality

Assignment: Online Discussion – Jim Crow Museum (Opens Feb 15)

Week 8: Feb 24 – Feb 28

Topic: Careers in Anthropology Part 1 (Medical Anthropology and Disaster Anthropology)

Exam 2: Weeks 5-8, available 12am February 27 to 11:59pm February 28

Week 9: Mar 2 – 6

Topic: Primatology

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20

Topic: Human Evolution and Fossils

Week 11: Mar 23 – Mar 27

Topic Human Biological Variation in the Present

Assignment: Video Quiz – *State of Eugenics* (Opens Mar 21)

Exam 3: Weeks 9-11, available 12am March 26 to 11:59pm March 27

Week 12: Mar 30 – Apr 3

Topic: Introduction to Archaeology

Assignment: Video Quiz – *Who Owns the Past?* (Opens Mar 28)

Week 13: Apr 6 – Apr 10

Topic: Rise of Social Complexity

Week 14: Apr 13 – Apr 17

Topic: Careers in Anthropology Part 2 (Cultural Resources Management)

Assignment: Online Discussion – Digital Heritage

Week 15: April 20 (Final Exam Week)

Exam 4: Weeks 12-15, available 12am April 22 to 11:59pm April 23

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund

January 9, 2020 - Drop/Swap Deadline

January 10, 2020 - Add Deadline

March 20, 2020 - Withdrawal Deadline

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

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

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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.

Copyright

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

Third-Party Software and FERPA

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

Course Syllabus

[Jump to Today](#)

 [Edit](#)

Archaeology and the Rise of Human Culture

updated 1/22/19



Instructor Contact

- Instructor: **Dr. Neil Duncan**
- Office: HPH 309
- Office Hours: 10:30- Noon Tuesdays and by appointment, **meet in rm 355 Research One Building**
- 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!)
- Teaching Assistant: **Lee Johns** shermanjohnsjr@knights.ucf.edu (<mailto:shermanjohnsjr@knights.ucf.edu>)
 - office hours Thursdays, 9-10am, 309 Howard Phillips Hall
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture
- Course ID & Section: ANT2140
- Credit Hours: 3
- Semester/Year: Spring 2020
- Location: Webcourses and HPA1 0125
- Meeting time: Tuesdays 9:00AM-10:15AM

- **NOTE: THIS IS A MIXED MODE COURSE. Exams, quizzes, and additional teaching presentations are online, attendance in face-to-face classes on Tuesdays is mandatory.**

Course Description

Catalog description: The evolution of human society from foraging and hunting groups to the earliest cities and states.

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text

- Archaeology Essentials 3rd Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book. Please note that there is a 4th edition of this textbook, but you are not required to purchase the 4th edition, just the 3rd.

Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book. All exams will be taken online in Webcourses.

There will be **five written assignments**. Four of these will be submitted online, one will be an in-class effort. We will use Turn-it-in for online writing submissions.

There are multiple, about weekly, short online **chapter quizzes**.

Attendance/Missed Assignments/Make-Ups

In-class participation is required. 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 and opening closed modules, 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 policy](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf) (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>).
- 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

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Activities	Total Points
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Total number of points	355

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Range

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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%
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- *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.
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Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

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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.




Turnitin.com

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. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. 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> (<http://www.turnitin.com>).

Course Summary:

Date	Details	
Sat Jan 11, 2020	 Academic Engagement Quiz (https://webcourses.ucf.edu/courses/1347173/assignments/6470067)	due by 11:59pm
Tue Jan 21, 2020	 CH 01 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470064)	due by 10:35am

Date	Details	
Tue Jan 28, 2020	 CH 02 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470075)	due by 10:33am
Tue Feb 4, 2020	 CH 03 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470058)	due by 10:33am
	 Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1347173/assignments/6470109)	due by 11:59am
Mon Feb 10, 2020	 EXAM 1 - ONLINE (https://webcourses.ucf.edu/courses/1347173/assignments/6470059)	due by 11:59pm
Tue Feb 11, 2020	 CH 04 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470062)	due by 10:33am
Tue Feb 25, 2020	 CH 05 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470055)	due by 10:33am
Tue Mar 3, 2020	 CH 06 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470065)	due by 10:33am
	 Assignment 2 - Relative and Absolute Dating Project (https://webcourses.ucf.edu/courses/1347173/assignments/6470110)	due by 11:59am
Tue Mar 17, 2020	 CH 07 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470056)	due by 10:33am
Fri Mar 20, 2020	 CH 09 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470057)	due by 11:59am
Sun Mar 22, 2020	 CH 08 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470084)	due by 10:33am
Mon Mar 23, 2020	 EXAM 2 - ONLINE (https://webcourses.ucf.edu/courses/1347173/assignments/6470054)	due by 11:59pm
Tue Mar 24, 2020	 Assignment 3: Analyzing Prehistoric Diets (https://webcourses.ucf.edu/courses/1347173/assignments/6470111)	due by 11:59am
Tue Mar 31, 2020	 CH 10 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470070)	due by 10:33am
	 Assignment 4 Bioarchaeology in the News (https://webcourses.ucf.edu/courses/1347173/assignments/6470112)	due by 11:59am
Tue Apr 7, 2020	 CH 11 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470060)	due by 10:33am

Date	Details	
	 Assignment 5 - Collapse (https://webcourses.ucf.edu/courses/1347173/assignments/6470113)	due by 11:59am
Tue Apr 14, 2020	 CH 12 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470061)	due by 10:33am
Tue Apr 21, 2020	 EXAM 3 - ONLINE (https://webcourses.ucf.edu/courses/1347173/assignments/6470053)	due by 11:59pm

Course Syllabus

[Jump to Today](#)

 **Edit**

Archaeology and the Rise of Human Culture

updated 3/14/20 - Course moved to Online-Only



Instructor Contact

- Instructor: **Dr. Neil Duncan**
- Office: HPH 309
- Office Hours: 10:30- Noon Tuesdays and by appointment, Online only ~~meet in rm 355 Research One Building~~
- Phone: 407-823-4961
- E-mail: Webcourses mail client; [neil.duncan@ucf.edu \(mailto:neil.duncan@ucf.edu\)](mailto:neil.duncan@ucf.edu) (Please DO NOT email me at knights.ucf.edu, I will not receive it!)
- Teaching Assistant: **Lee Johns** [sherman.johns@ucf.edu \(mailto:shermanjohnsjr@knights.ucf.edu\)](mailto:sherman.johns@ucf.edu)
 - office hours Online Thursdays, 9-10am, ~~309 Howard Phillips Hall~~
- (Please only email from your Knights account or from the Webcourses email client. We cannot respond to a non-UCF email account.)

Course Information

- Course Name: Archaeology and the Rise of Human Culture

- Course ID & Section: ANT2140
- Credit Hours: 3
- Semester/Year: Spring 2020
- Location: Webcourses and HPA1 0125
- Meeting time: Tuesdays 9:00AM-10:15AM-**Online only**
- **NOTE: THIS IS A MIXED MODE COURSE. Exams, quizzes, and additional teaching presentations are online, attendance in face-to-face classes on Tuesdays is mandatory. All materials are online. Attendance was only mandatory for face-to-face classes.**

Course Description

Catalog description: The evolution of human society from foraging and hunting groups to the earliest cities and states.

Archaeology studies how human societies came to be and how we living in the present have built upon what those living in past discovered. This 3-credit class will explore the evolution of human society from foraging and hunting groups to the earliest cities and states.

Student Learning Outcomes

- learn why the past matters and how the past is relevant to us living in the present
- explore the diversity and commonalities of the human experience through time
- understand the effects of technological innovation, e.g. agriculture, architecture, warfare, on past societies
- understand archaeological methods of inquiry

Required Text

- Archaeology Essentials 3rd Edition, by Colin Renfrew and Paul Bahn. Available through the UCF Bookstore or online retailers as an ebook or book. Please note that there is a 4th edition of this textbook, but you are not required to purchase the 4th edition, just the 3rd.

Course Requirements

There will be three **exams** in the course, the third exam is during finals week and will be cumulative. Each exam is weighted the same in your grade book. All exams will be taken online in Webcourses.

There will be **five written assignments**. Four of these will be submitted online, one will be an in-class effort. We will use Turn-it-in for online writing submissions.

There are multiple, about weekly, short online **chapter quizzes**.

Attendance/Missed Assignments/Make-Ups

In-class participation is required. 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 and opening closed modules, 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 policy \(http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf\)](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf).

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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.

Turnitin.com

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. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. 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> (<http://www.turnitin.com/>)

Course Summary:

Date	Details	
Sat Jan 11, 2020	 Academic Engagement Quiz https://webcourses.ucf.edu/courses/1347173/assignments/6470067	due by 11:59pm
Wed Jan 22, 2020	 CH 01 QUIZ https://webcourses.ucf.edu/courses/1347173/assignments/6470064	due by 10:35am
	CH 02 QUIZ	

Tue Jan 28, 2020	 (https://webcourses.ucf.edu/courses/1347173/assignments/6470075)	due by 10:33am
Tue Feb 4, 2020	 CH 03 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470058)	due by 10:33am
	 Assignment 1 - Archaeology in the News (https://webcourses.ucf.edu/courses/1347173/assignments/6470109)	due by 11:59pm
Mon Feb 10, 2020	 EXAM 1 - ONLINE (https://webcourses.ucf.edu/courses/1347173/assignments/6470059)	due by 11:59pm
Tue Feb 11, 2020	 CH 04 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470062)	due by 10:33am
Tue Feb 25, 2020	 CH 05 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470055)	due by 10:33am
Tue Mar 3, 2020	 CH 06 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470065)	due by 10:33am
	 Assignment 2 - Relative and Absolute Dating Project (https://webcourses.ucf.edu/courses/1347173/assignments/6470110)	due by 11:59pm
Tue Mar 17, 2020	 CH 07 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470056)	due by 10:33am
Fri Mar 20, 2020	 CH 09 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470057)	due by 11:59am
Sun Mar 22, 2020	 CH 08 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470084)	due by 10:33am
Mon Mar 23, 2020	 EXAM 2 - ONLINE (https://webcourses.ucf.edu/courses/1347173/assignments/6470054)	due by 11:59pm
Tue Mar 24, 2020	 Assignment 3: Analyzing Prehistoric Diets (https://webcourses.ucf.edu/courses/1347173/assignments/6470111)	due by 11:59pm
Tue Mar 31, 2020	 CH 10 QUIZ (https://webcourses.ucf.edu/courses/1347173/assignments/6470070)	due by 10:33am
	 Assignment 4 Bioarchaeology in the News	


 (<https://webcourses.ucf.edu/courses/1347173/assignments/6470112>) due by 11:59pm

Tue Apr 7, 2020


 **CH 11 QUIZ**
(<https://webcourses.ucf.edu/courses/1347173/assignments/6470060>) due by 10:33am

 **Assignment 5 - Collapse**
(<https://webcourses.ucf.edu/courses/1347173/assignments/6470113>) due by 11:59pm

Tue Apr 14, 2020

 **CH 12 QUIZ**
(<https://webcourses.ucf.edu/courses/1347173/assignments/6470061>) due by 10:33am

Tue Apr 21, 2020

 **EXAM 3 - ONLINE**
(<https://webcourses.ucf.edu/courses/1347173/assignments/6470053>) due by 11:59pm

Syllabus

Ant 2410 cultural Anthropology Spring 2020

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Online Office Hours	Monday evening 7 - 8 pm
Face to face office hours	Monday, Wednesday 12 - 2 pm; 3:30 - 4:30 pm
Phone	407-823-2227
Email	vance.geiger@ucf.edu
GTA	

Course Information

Course Name	Cultural Anthropology
Course ID	ANT2410
Credit Hours	3
Semester/Year	spring 2020
Location	fully online

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

UCF catalogue description - An introduction to human diversity as exemplified among various cultures and ethnic groups.

Course Description

This class is an introduction to cultural anthropology, its methods, concepts and a survey of the cross cultural findings of anthropologists. In addition, we will be using research conducted by your instructor in a refugee camp as illustrations of the concepts you will learn and how they can be useful in understanding human behavior.

Course Objectives

- Students gain an appreciation of how culture impacts human behavior.
- Students comprehend that culture is a holistic phenomena, where subsistence, social organization, beliefs, technology, language, politics, and economics are all inter-related.
- Students understand the biological basis of culture and the unique capabilities of humans to create culture.
- Students understand the basis of natural selection and what biological evolution is.
- Students understand the relationship from some of the important developments of human evolution (bipedalism, big heads) and the biological basis of culture in Homo sapiens
- Students understand that real cross-cultural comparisons must include all aspects of a culture including subsistence, social organization, religion and beliefs, etc.

Learning Outcomes

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

Required Text

- *The Hutterites in North America* by John A. Hostetler
- *Friend by Day, Enemy by Night: Organized Violence in A Khoistani Community*
- Refugee Camp Readings provided in Webcourses

Course Requirements

Important Information: There is a syllabus quiz that you need to take before **Friday 1/10 at 11:55 pm**. The quiz establishes your engagement in the class for financial aid purposes so you need to take it. Failing to take the quiz by the Friday deadline can result in delaying your financial aid. The score on the quiz does not affect your grade.

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

Evaluation and Grading

Assignment	Points
Exam 1	100
Exam 2	100
Exam 3	100
18 Online Assignments 10 points each	180
3 Discussion posts and responses 20 points each	60
Total	540 points

Online Exams

The exams will be available for specified days (see schedule). You must take the exam during those specified days or it will have been missed. Once you begin the exam, you will have three hours to complete it. At the end of three hours, it will automatically close. The exams will have only multiple choice questions and you should be able to complete the exams within one hour (this is the case when your instructor gives them in face-to-face classes), but you get three hours.

Online Assignments and Discussions

Within the week to week modules, there are activities; in this case, online assignments and online discussions. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Module, there is a requirement to submit some specific assignments and discussions.

In contrast to the assignments for this class, which are focused on specific material in the modules or texts, the discussions pose questions for you to engage with the class

material and think about it. The discussion format is also a way to consider how other students in the class think about the material or the issues presented in the class. The goal is to create a thoughtful and analytical response to the question, and also to other student's responses. The discussions are not for simply stating a preconceived opinion, or attempting to provoke an argument. So be thoughtful and respectful in your responses to the questions and other student's responses.

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

Very Important note: this is not cable news. Answer the question you are asked, not the question you wished had been asked. If you do not answer the question you are asked to answer, you will not receive credit.

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

Missed Assignments/Make-Ups/Extra Credit

There are three exams in the course - Exam 1, Exam 2 and the Final Exam (the final exam will cover everything since exam 2). You must take all three. UCF has a final exam policy, so we must have a scheduled final exam. The UCF policy for taking a make up is having a DOCUMENTED medical excuse, or being unable because of participation in a UCF sanctioned event. Those are the ONLY legitimate excuses for missing an exam and being allowed to make up the missed exam. The online exam are available for three days, once you open an exam you will have three hours to complete

the exam. You cannot open the exam, leave it and come back later, the exam will close after three hours and you will not be able to open it again.

Assignments have due dates. You can submit late assignments, but they receive 1/2 credit.

Office Hours - Face to Face and Online

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

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 ConductLinks to an external site.](#) for further action. See the [UCF Golden RuleLinks 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 the professor to request accommodations. Students who need accommodations must connect with [Student Accessibility ServicesLinks 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.

- 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

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

Schedule Spring 2020

Week 1: 1/6 Introduction Anthropology and to the Concept of Culture

Read the online material on what is anthropology and what is culture and chapters 1 and 2 of core concepts.

Definitions of Culture

Characteristics of Culture

Aspects of Culture.

*What is anthropology?

*What aspects of anthropology are unique and different from other natural and social sciences?

*The scientific method.

*The sub-disciplines within anthropology and what they study.

Week 1 Assignments due 1/13 11:55 pm

Week 2: 1/13 Human Beginnings and Human Evolution: On line modules

Principles of Evolution:

Natural Selection

Forces of Evolution: Selection, Mutation, Migration, Genetic Drift, Assortive Mating

Week 2 assignments due 1/20 11:55 pm.

Week 3: 1/20: Human Beginnings: On line Modules

Bipedalism and Big Heads

Australopithecines: afarensis, africanus, robustus, boisei

Homo: habilis, erectus, neanderthalis, sapiens

The beginnings of culture, behavioral over physical adaptations

Week 3 assignments due 1/27 11:55 pm.

Week 4 1/27: Introduction to one of the case studies we will use in this class:
Vietnamese Refugees. (On-Line Reading)

Research Questions and Methods

Some History

The Research Setting

Aspects of Vietnamese Culture

Week 4 assignments due 2/3 11:35 pm.

Week 5: 2/3: Language

Read the online material and chapter 3 of core concepts

Language and Linguistics

Design Characteristics of Human Language

Language Acquisition

Language and Culture

Some Examples from Vietnamese Language

Exam 1 : 2/8 8 am to 2/10 11:55 pm

Week 5 assignment Due 2/10 11:55 pm

Week 6: 2/10: Subsistence Systems

Read the online material and 9.1 to 9.3 of chapter 9 in core concepts

Environments

Hunter Gatherers

Horticulture

Pastoralism

Agriculture

Intensive Agriculture

Week 6 assignments due 2/17 11:55 pm.

Discussion 1 due 2/17 11:55 pm

Week 7 2/17: Social Organization

Reading: online material and chapter 5 and 7 in core concepts

Week 7 assignments due 2/24 11:55 pm

Week 8: 2/24: Economic Systems

Reading: Friend by Day, Enemy by Night and the online material on Friend by Day. Also online material and sections 9.4 to 9.9 of core concepts

Reciprocity

From Barter to Markets

The Kula Ring

Refugee Camp Examples

Week 8 assignments due 3/2 11:55 pm

Week 9 3/2: Marriage, Household, the Hutterites

Reading: The Hutterites and the online material on the Hutterites also online material and 7.6 in chapter 7 of core concepts

Enculturation

Week 9 assignments due 3/16 11:55 pm

Spring Break - 3/9 - 3/14

Week 10 3/16 American Culture

American culture assignment due 3/23

Exam 2 3/21 8 am to 3/23 11:55 pm

Week 11 3/23: Political Organization and Social Control

Reading: online material and chapter 8 in core concepts

Bands

Tribes

Chiefdoms

States

A Riot in A Refugee Camp

Week 11 assignments due 3/30 11:55 pm

Discussion 2 due 3/30

Week 12 3/30 Religion

Reading online material and chapter 4 of core concepts

Magical Thinking

Vietnamese, Khmer and Laotian Buddhism, Catholicism, and Baptist Movies: Whatever Gets Me On The List

Week 12 assignments due 4/6 11:55 pm

Week 13 4/6 Cultural Change

Cultural Conservatism

Innovation

Diffusion

Revitalization

American culture

Applied anthropology

Globalization

Week 13 assignments due 4/13 11:55 pm

Week 14 4/13: Applied Anthropology, Globalization

Reading online material and chapter 10 in core concepts

Week 14 Assignments due 4/2011:55 pm

Discussion 3 due 4/20 11:55 pm

All assignments on time or late due 4/20 Last day of class – no assignments accepted after 4/20 last day of class

Final Exam 4/22 8am – 4/24 11:55 pm

ANT 2410: Cultural Anthropology

Section 0001 – Spring 2020

COVID-19 Syllabus Update (Effective Wednesday March 16, 2020)

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Email: Use WebCourses Email

Office: Main Campus, Phillips Hall, 311C

F2F Office Hours: TuTh 1:30pm – 2:30pm

I will not hold office hours on days that class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Suzanne Draper

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Email

Office Hours: TBD

COVID-19 Update (Read Carefully)

As of March 17, 2020 UCF has moved all courses online for the remainder of spring semester. This COVID-19 precaution affects our course. In other words, all content and assignments are being shifted online. The following changes to the syllabus go into effect beginning March 18, 2020. See the syllabus for further details. ~~Strikethrough~~ text refers to cancelled assignments, bold text refers to COVID-19 updates.

- I am cancelling the Visual Anthropology Project. I will add 2 video responses/quizzes to make up most of the points.
- Video lectures will be uploaded as discussion posts. These will be added to each week's module by Tuesday.
- In-Class Assignments will be transitioned to online assignments.
- Exams remain available via WebCourses.
- Check the Modules section for weekly content updates.

Stay safe and take any precautions you feel are warranted to remain healthy.

Sincerely,

Dr. GT

Catalog Description

An introduction to human diversity as exemplified among various cultures and ethnic groups. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

Lavenda, Robert H. and Emily A. Schultz. 2019. *Core Concepts in Cultural Anthropology*. Oxford University Press.

Barrios, Roberto E. 2017. *Governing Affect: Neoliberalism and Disaster Reconstruction*. University of Nebraska Press.

1 pack of 3x5 inch ruled note cards for in-class activities.

Course Description

Cultural anthropology is one of the four traditional sub-disciplines of anthropology. Anthropology is the academic discipline studying humanity in all of its complexity across time and space. Cultural anthropology focuses on the anthropological engagement with living cultures as revealed through field-based, participatory work referred to as ethnography. Like other anthropologists, cultural anthropologists consider what it means to be human at various scales and particularly in regards to the relationship between the individual and collective. Cultural anthropologists are particularly interested in understanding how humans live within structures of symbolism, belief, and power. These structures become visible to us through critical analyses of religion, art, gender, war, ecosystems, race relations, kinship, colonialism, language, nations and states, mass media, suffering and pleasure. In a word, culture. The central challenge for cultural anthropology revolves around understanding, respecting, and comparing the wide diversity of human cultures. The ultimate goal of this course is to provide students with an applicable understanding of the discipline's theories and methods in a way which complements their individual academic interests. Through this course, you will learn to approach current issues and human behavior holistically, like an anthropologist.

Course Objectives

Upon successful completion of this course, each student will:

- Understand the holistic nature of the study of living human culture(s);
- Develop an anthropological perspective regarding human cultures and society;
- Understand how the anthropological perspective is useful in many academic disciplines;
- Appreciate the importance of religion, worldview, and art in regards to human diversity;
- Understand the dimensions of social organization including the intersection of race, ethnicity, gender, class, and sexuality in analyzing culture;
- Be able to apply the core methodologies of cultural anthropology to issues around them in the modern world – with particular emphasis on politics, economics, and globalization;
- Comprehend the central role of social theory in anthropology and the discipline's relationship to other topics in the physical sciences, social sciences, and humanities.

Grading

Grades will be determined from in-class exercises, four exams, and a final visual anthropology project. Students are expected to complete assigned readings prior to attending class. I do not drop assignments/grades. Your grades will come from the following:

In-Class Exercises: 30 possible points

Four Exams: 240 possible points

Two Video Responses: 20 possible points

~~Visual Anthropology Project: 30 possible points~~

Breakdown of Grading

In-Class Exercises: Students will respond to questions and submit answers during class using 3x5 inch ruled notecards. See syllabus and assignments for due dates and/or weeks exercises will take place. All In-Class Exercises following Spring Break will be online.

[Total Points: 30]

Four Exams: Exams will consist of multiple choice, true/false, and short answer questions. Each exam is worth 60 points. Students will have 90 minutes to complete the exam. Exams are administered via WebCourses@UCF and will be available for 24 hours (pay attention to these dates!). To combat cheating, exams are timed and questions randomized so no two exams are the same. Questions are drawn from lectures, readings, and videos. All PowerPoints are posted on WebCourses (see Modules section). There are NO cumulative exams in this class. We will not hold class on the days exams take place, allowing students to use class time to complete each exam. I DO NOT provide study guides for exams in this class.

[Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.

[Total Points: 20]

~~Visual Anthropology Project: Visual anthropology represents one of cultural anthropology's sub-disciplines, and corresponds to the instructor's own area of expertise within cultural anthropology. The project will be supported by readings (available as PDFs via WebCourses) and classroom lecture. Students will work in groups of 2-4 (no more, no less) to complete the project. The videos will be shared with the entire class via WebCourses. Each student will submit evaluations of their partners. In addition, students will have another 10 videos randomly assigned to them via WebCourses, and will submit evaluations of those videos as well. These~~

~~evaluations will be taken into account by the instructor and/or GTA for grading purposes. Videos will be 5-10 minutes long. Detailed instructions and rubrics will be provided during the semester. You can learn more about visual anthropology here (Links to an external site.).~~

[Total Points: 30]

Total Possible Points: ~~300~~ 290

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, $90/100 = .9 \times 100 = 90\%$. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9

B+ = 87-89.9 B = 84-86.9 B- = 80-83.9

C+ = 77-79.9 C = 74-76.9

D+ = 67-69.9 D = 64-66.9

F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

Attendance and Make-Up Policies

I do not take attendance in this class. Students are expected to arrive prepared and on time. Classroom participation will assess student knowledge and may occur at

any point. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Late In-Class Exercise & Lab Policy

In-class exercises cannot be made up as they occur during class. Students who fail to participate are allowed to turn in a 2-page essay discussing the assignment's topic. Students will have 1 week to complete this, which must be accompanied by appropriate documentation.

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

Online Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work

schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait at least 24 hours before contacting me about individual grades*. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact me to ask for extra credit, free points, or to round your grade up. If you fail to take note of your grade during the semester, I am not going to let you slide into a higher grade the last week of class, or later.

Addressing Me

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

Respect for Diversity

This class will be conducted in a way that respects all aspects of diversity. Everyone will show respect for one another and the diverse issues and topics that will be covered. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please reach

out to me. I want this type of engagement and we can discuss the best way to approach it. Often times, you are not the only one wondering about something. My own views may surprise you, do not expect the classic 'liberal' academic mindset. I am a first-generation college student, entered college in my mid-20s, have held several non-academic jobs, and am attracted to critical and radical perspectives.

Course Schedule

Week 1: Jan 6 – Jan 10

Topic: Course Introduction

Readings: Lavenda and Schultz, Chapter 1 & [Careers in Anthropology Website \(Links to an external site.\)](#)

Assignments: Syllabus Quiz

Week 2: Jan 13 – Jan 17

Topic: Culture

Readings: Lavenda and Schultz, Chapter 2

Assignments: In-Class Exercise 1: Anthropological Fieldwork

Week 3: Jan 20 – Jan 24

Topic: Meaning-Making and Language

Readings: Lavenda and Schultz, Chapter 3

Assignments: In-Class Exercise 2: Cyborg Anthropology

Week 4: Jan 27 – Jan 31 (No Class Thursday for Online Exam)

Topic: Worldview and Religion

Readings: Lavenda and Schultz, Chapter 4

Exam 1: Weeks 1-4, available 12am to 11:59pm January 30


Week 5: Feb 3 – Feb 7

Topic: Social Organization

Readings: Lavenda and Schultz, Chapter 5

Week 6: Feb 10 – Feb 14

Topic: Sex, Gender, and Sexuality & Introduction to Visual Anthropology

Readings: Lavenda and Schultz, Chapter 6 & [González-Tennant \(2017\)](#)
Assignments: In-Class Exercise 3: Visual Anthropology Project Ideas

Week 7: Feb 17 – Feb 21

Topic: Relatedness: Kinship, Marriage, Family, and Friendship

Readings: Lavenda and Schultz, Chapter 7

Week 8: Feb 24 – Feb 28 (No Class Thursday for Online Exam)

Topic: Political Anthropology

Readings: Lavenda and Schultz, Chapter 8

Exam 2: Weeks 5-8, available 12am to 11:59pm February 27

Week 9: Mar 2 – 6

Topic: Economic Anthropology

Readings: Lavenda and Schultz, Chapter 9

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20

Topic: Globalization

Readings: Lavenda and Schultz, Chapter 10

Assignments: In-Class Exercise 4: Everyday Globalization

Week 11: Mar 23 – Mar 27 (No Class Thursday for Online Exam)

Topic: Anthropology of Science, Technology, and Medicine

Readings: Lavenda and Schultz, Chapter 11

Assignments: Video Response 1

Exam 3: Weeks 9-11, available 12am to 11:59pm March 26

Week 12: Mar 30 – Apr 3

Topic: Theory in Cultural Anthropology

Readings: Lavenda and Schultz, Chapter 12

Assignments: In-Class Exercise **5: TBD**

Week 13: Apr 6 – Apr 10

Topic: Ethnographic Case Study: Disaster Anthropology

Readings: Lavenda and Schultz, Appendix & Barrios, Introduction & Chapters 1-4

Assignments: Video Response 2

Week 14: Apr 13 – Apr 17

Topic: Ethnographic Case Study: Disaster Anthropology

Readings: Barrios, Chapters 5-10

Assignments: In-Class Exercise 6: Disaster Anthropology in Your Life

Week 15: April 20 (Final Exam Week)

Topic: None (Classes End on Monday)

Exam 4: Weeks 12-15, available 12am April 22 to 11:59pm April 23

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund

January 9, 2020 - Drop/Swap Deadline

January 10, 2020 - Add Deadline

March 20, 2020 - Withdrawal Deadline (COVID-19 Update: March 27, 2020)

Academic Services and Resources

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](#) ([Links to an external site.](#)) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental

health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

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

Academic Integrity

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

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

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

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Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

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

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



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

ANT 2511: Human Species

Anthropology Department, College of Sciences

3.0 Hours

Update as of 3/18/2020

Although this is a Mixed Mode class, our in-person Monday and Wednesday 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 on Early Hominins will be uploaded to the Week 11 Module).

All office hours will be converted to virtual office hours for the rest of the semester. 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.

Since all work is already completed online, assignments and quizzes will be turned in as usual. Topics have been spread out based on how many lectures each will require, and the due dates in the calendar below (and on the assignments/quizzes themselves) have been changed to reflect this.

If you have any questions, send me a message in WebCourses, I'll be happy to explain any of the new policies in greater detail.

Instructor Information

- Instructor: Kelly Heim, PhD (pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Dr. Heim) or kelly.heim@ucf.edu
- Phone: (407)823-2124
- Office Location: HPH 311A (check in with desk attendant in 309F)
- In-Person Office Hours: Monday/Friday 10 am - 12 pm, or by appointment
- Virtual Office Hours: Wednesday 10 am - 12 pm, or by appointment

Teaching Assistant

- GTA: Megann Phillips (goes by Meg, pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Meg) or megann.phillips@ucf.edu
- Office Location: HPH 309 (Anthropology grad lab)
- In-Person Office Hours: Wednesday 12-2 pm, or by appointment
- Virtual Office Hours: Friday 10:30 am - 12:30 pm, or by appointment

Course Information

- Term: Spring 2020
- Course Number & Section: ANT 2511.0M04
- Course Name: Human Species
- Credit Hours: 3.0
- Class Meeting Days: Monday/Wednesday
- Class Meeting Time: 2:30-3:20 pm
- Class Location: HPA1 0119
- Course Modality: M (Mixed Mode)

Enrollment Requirements

Course Prerequisites: None
Course Co-requisites: None
Other Enrollment Requirements: None

Course Description

Human biological variation in an evolutionary perspective.

This course satisfies a general education program (GEP) Science Foundation requirement for many UCF degree programs. Please consult your advisor to evaluate how this course applies to your degree requirements.

Course Overview

Who are we as humans? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and the forces of evolution to set the stage for understanding human variation. In the second section of the course, we will examine our living, non-human primate relatives and a few of our earliest non-human ancestors to learn what they can tell us about being human. Finally, in the last section of the course, we will look at the evolution and emergence of modern humans.

Evolution in the Classroom

You'll notice that we spend a good deal of the semester discussing the concept of evolution and tracing our evolutionary history as human beings. Evolution is a theory, but in the scientific community, this means that a hypothesis has been supported by factual evidence time and time and time again. To put this in context, gravity was also a theory for a long time! As biological anthropologists, we will treat the theory of evolution as fact. However, evolution is a controversial topic to many, and everyone is entitled to their own opinion. Therefore, I expect that everyone participating in class will be treated with respect. Failure to respect your peers will result in ejection from class without the opportunity to make up resulting missed work.

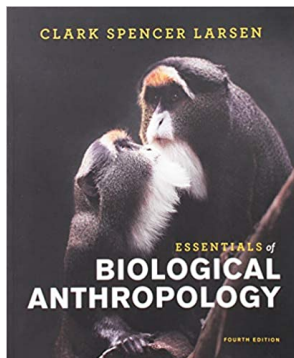
Course Objectives

After successful completion of this course, students should be able to:

- identify and explain what biological anthropologists do (objectives) and how they do it (methods).
- explain the forces of evolution (i.e., natural selection, genetic drift, gene flow, and mutation) and how these forces produced the biological differences within and between human populations.
- understand the place of humans within the Order *Primates*, and our relationship to modern living primates.
- place the major events and trends in hominoid evolution in their chronological, geographical, and environmental contexts.
- describe several different hypotheses to explain human evolution (e.g., how it started, why specific features may have developed, etc.).
- identify the fundamental elements that make us human (i.e., six milestones of human evolution).

Required Textbooks

- Essentials of Biological Anthropology, 4th edition, by Clark Spencer Larsen. 2018. W.W. Norton.



Make sure that you get the 4th edition of the Essentials textbook - your assignments, quizzes, and exams will be based on the material in the book, and information may change between editions.

You will also be required to have access to the digital resources associated with your textbook, specifically InQuizitive. This game will be assigned for credit 6 times throughout the semester, so you need to be able to access it!

Schedule

Week	Date	Topic	Reading	Online Assignments
Jan. 6-10	Jan. 6	Introduction to Course What is Biological Anthropology?	Larsen Chap. 1	Getting Started Quiz
	Jan. 8	History of Evolutionary Theory	Larsen Chap. 2	
Jan. 13-17	Jan. 13	History of Evolutionary Theory cont'd.		Larsen Chap. 3
	Jan. 15	Biological Basis of Life	Chap. 3 Quiz	
Jan. 20-24	Jan. 20	No class – Martin Luther King Day		Hardy-Weinberg Activity
	Jan. 22	Population Genetics	Larsen Chap. 4	
Jan. 27-31	Jan. 27	Population Genetics cont'd.		InQuizitive Chap. 4

				Skin Color Bonus Activity
	Jan. 29	Race and Adaptation	Larsen Chap. 5 (pgs. 103-107 and pgs. 115-134)	Chap. 5 Quiz
Exam 1 – due Monday (2/03) by 11:59 pm EST				
Feb. 3-7	Feb. 3	Osteology, Bone, and Teeth	N/A	Label Bone and Teeth Activities
	Feb. 5	Osteology, Bone, and Teeth cont'd.		Bone and Teeth Quiz
Feb. 10-14	Feb. 10	Living Primates	Larsen Chap. 6	Locomotion Matching Game
	Feb. 12	Living Primates cont'd.		Primate Auction Activity
Feb. 17-21	Feb. 17	Primate Behavior	Larsen Chap. 7	Do Primates Have Culture? Activity
	Feb. 19	No in-person class – online activities		InQuizitive Chap. 7 Chap. 7 Quiz
Feb. 24-18	Feb. 24	Fossils and Dating	Larsen Chap. 8	InQuizitive Chap. 9
	Feb. 26	Primate Evolution	Larsen Chap. 9	
March 2-6	March 2	Primate Evolution cont'd.		
	March 4	Review in Class	N/A	
Exam 2 – due Friday (3/06) by 11:59 pm EST				
March 9-13	No class – Happy Spring Break!			
March 16-	March 16	Early Hominids	Larsen Chap. 10	Bipedalism Activity -

20				due 3/20/2020
	March 18	Early Hominids cont'd.		Which Hominin Came First? Activity - due 3/20/2020
March 23-27	March 23	Early <i>Homo</i>	Larsen Chap. 11	InQuizitive Chap. 11 - due 3/27/2020
	March 25	Early <i>Homo</i> cont'd.		Chap. 11 Quiz - due 3/27/2020
March 30 – Apr. 3	March 30	Modern Humans	Larsen Chap. 12	InQuizitive Chap. 12 - due 4/3/2020
	Apr. 1	Modern Humans cont'd.		
Apr. 6-10	Apr. 6	Modern Humans cont'd.	Larsen Chap. 13	Chap. 12 Quiz - due 4/8/2020
	Apr. 8	Farming and Consequences		
Apr. 13-17	Apr. 13	Farming and Consequences cont'd.	N/A	Was Farming a Good Thing? Activity - due 4/15/2020
	Apr. 15	Evolution of Human Behavior		
Apr. 20-24	Apr. 20	Evolution of Human Behavior cont'd.	N/A	Did Neanderthals Have Culture? Activity - due 4/20/2020
	Apr. 24	Exam 3 – due Friday (4/24) by 11:59 pm EST		

Note: All dates and times are subject to change by Dr. Heim. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

Important Dates

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

Course Requirements

Since this is a mixed mode class, you appropriately have a mix of requirements to get a good grade! You are expected to come to lectures on Mondays and Wednesdays – I provide my PowerPoints, but they are extremely barebones. To get all the information you will need to do well on quizzes and exams, you have to be in class and take notes in addition to doing your assigned reading in the Larsen textbook. In addition to attending lectures and keeping up with reading, there will be activities most weeks to reinforce the concepts you learned. Finally, there will be a quiz or a quiz-graded assignment at the end of each week. In weeks where you do not have a graded quiz, there will be a voluntary practice quiz. This is partly to ensure that you are keeping up with your reading, but these quizzes will also help prepare you for the types of questions you might encounter on your exams. **Online material will be due by 11:59 pm EST every Friday.** Participation will come from both in person and online, so you are expected to be physically (and mentally) present while you're in class!

Quiz Description and Requirements

First, UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must complete the Getting Started Quiz on WebCourses by Friday, Jan. 10 at 11:59 pm EST.** You will need to get a perfect score of 10 on the Getting Started Quiz before the material for Week 2 will become available, so you will have unlimited attempts to get the points you need.

You will find access to GEP quizzes in your personal WebCourses main menu. The GEP pre- and post-tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book! The GEP pre-test will be open for you to take during the first 2 weeks of class. The post-test will be available during the last 2 weeks of class. Again, the scores you earn on the GEP pre-test and post-test are **NOT** included in your total points.

All quizzes this semester will be taken online. Quizzes will be timed, and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz – there is no second chance!** Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a "0" for the quiz.

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

Exam Description and Requirements

This semester is roughly divided into three parts: genetics and human variation; living non-human primates and primate evolution; and human evolution. Therefore, you will take three (3) online exams over the course of the semester, each covering one section of the course. These exams are **NOT** cumulative. However, they will build upon and draw from concepts learned earlier in the course. Exams will typically consist of multiple choice, fill-in-the-blank, true/false, matching, and short answer questions.

Reviewing Quiz/Assignment Questions

I am happy to address any questions you have concerning a grade. But please know that you have up to 1 week after the closing of a quiz to bring up these questions or discrepancies concerning your

score. After 1 week, I will no longer address these concerns. This is to prevent students from waiting until they see their final grade to address any issues in an effort to get their score bumped up. Please be sure to review your grade as soon as you submit, and be sure to bring up any questions to me immediately!

Grading

Your final grade will be based on the following activities and weights:

Assignment Group	Percentage of Grade
Activities and Assignments	45%
Module Quizzes	15%
Exams	40%
Total	100%

How do I calculate my weighted grade? Well, WebCourses does it for you. However, if you would like to understand how it works, here's an example. In this class, we have three assignment groups (A, B, and C), weighted at 45%, 15%, and 40%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in group A, 86% in group B, and 94% in group C, the final score would be calculated as $(.75 \times .45) + (.86 \times .15) + (.94 \times .40) = .8425$, or 84%.

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

Letter Grade	Percentages
A	92.5 – 100%
A-	90 – 92.4%
B+	87.5 – 89.9%
B	82.5 – 87.4%
B-	80 – 82.4%
C+	77.5 – 79.9%
C	72.5 – 77.4%

C-	70 – 72.4%
D+	67.5– 69.9%
D	62.5 – 67.5%
D-	60 – 62.4%
F	59.9% and below

Under no exceptions will I make individual allowances for anyone in this course in terms of grading. I will not curve anyone's final grade, nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask!

Course Policies

Make-ups/Excuses

Quizzes and exams will not be re-opened for anyone who misses the due date. Additionally, assignments that are turned in after their due date will not be counted for points. You know when assignments, quizzes, and exams are coming far in advance, and you should be able to plan accordingly. However, I do understand that there are circumstances that can interrupt your ability to finish a quiz or exam on time. Some of these valid excuses include a death in the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences **MUST** be provided within one week after the quiz or exam closes in order for a make-up to be allowed. ***A broken computer is **NOT** a valid excuse. Additionally, a written email or note from a parent, friend, or employer does **NOT** count as a valid excuse.

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

Discussion Board Appropriateness

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

Student Non-Solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are **NOT** permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use the Discussions board and select the appropriate discussion thread for conversing. I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and

monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me, and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

Online Technology

By signing up for a mixed mode class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos or accessing websites. A broken computer or non-functioning software is not a valid excuse for missing a deadline. Additionally, if a student waits until after 5 pm on the due date to work on an assignment and experiences an issue, do not expect that I will answer your message in time to solve the issue – you are responsible for finding a solution. (Unless there is a mass issue that affects every student in the class – if this is the case, I will produce a solution.)

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

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

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- 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."
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University Services and Resources

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ANT 2511: Human Species

Anthropology Department, College of Sciences

3.0 Hours

Update as of 3/18/2020

In light of recent events, face-to-face meetings have been cancelled for the remainder of the semester. We are already a fully online class, so this should not affect us substantially. However, please be aware that converting other classes into the online atmosphere is time-consuming, so your modules may not be ready as far in advance as they have been earlier in the semester. All the content in your modules will be available with plenty of time before the due date, but if a module is empty, just know that means I have not yet had the opportunity to fill it. I really appreciate your patience while we all work through these new restrictions!

All office hours will be converted to virtual office hours for the rest of the semester. 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.

Since all work is already completed online, assignments and quizzes will be turned in as usual.

If you have any questions, send me a message in WebCourses, I'll be happy to explain any of the new policies in greater detail.

Instructor Information

- Instructor: Kelly Heim, PhD (pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Dr. Heim) or kelly.heim@ucf.edu
- Phone: (407)823-2124
- Office Location: HPH 311A (check in with desk attendant in 309F)
- In-Person Office Hours: Monday/Friday 10 am - 12 pm, or by appointment
- Virtual Office Hours: Wednesday 10 am - 12 pm, or by appointment

Teaching Assistant

- GTA: Megann Phillips (goes by Meg, pronouns: she, her, hers)
- Digital Contact: WebCourses@UCF messaging (best way to get in touch with Meg) or megann.phillips@ucf.edu
- Office Location: HPH 309 (Anthropology grad lab)
- In-Person Office Hours: Wednesday 12-2 pm, or by appointment
- Virtual Office Hours: Friday 10:30 am - 12:30 pm, or by appointment

Course Information

- Term: Spring 2020
- Course Number & Section: ANT 2511.0W61
- Course Name: Human Species
- Credit Hours: 3.0
- Class Meeting Days: N/A
- Class Meeting Time: N/A
- Class Location: Fully Online

- Course Modality: W (Fully Online)

Enrollment Requirements

Course Prerequisites: None

Course Co-requisites: None

Other Enrollment Requirements: None

Course Description

Human biological variation in an evolutionary perspective.

This course satisfies a general education program (GEP) Science Foundation requirement for many UCF degree programs. Please consult your advisor to evaluate how this course applies to your degree requirements.

Course Overview

Who are we as humans? Where do we come from? Why do we look and act the way we do? The focus of this course is to address these questions and others related to human evolution and variation, both past and present.

In the first section of this course, we will investigate modern genetics and the forces of evolution to set the stage for understanding human variation. In the second section of the course, we will examine our living, non-human primate relatives and a few of our earliest non-human ancestors to learn what they can tell us about being human. Finally, in the last section of the course, we will look at the evolution and emergence of modern humans.

Evolution in the Classroom

You'll notice that we spend a good deal of the semester discussing the concept of evolution and tracing our evolutionary history as human beings. Evolution is a theory, but in the scientific community, this means that a hypothesis has been supported by factual evidence time and time and time again. To put this in context, gravity was also a theory for a long time! As biological anthropologists, we will treat the theory of evolution as fact. However, evolution is a controversial topic to many, and everyone is entitled to their own opinion. Therefore, I expect that everyone participating in class will be treated with respect. Failure to respect your peers will result in a zero on the assignment in question without the opportunity to make up resulting missed work.

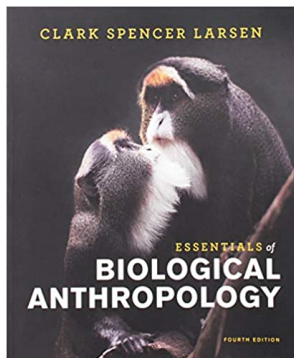
Course Objectives

After successful completion of this course, students should be able to:

- identify and explain what biological anthropologists do (objectives) and how they do it (methods).
- explain the forces of evolution (i.e., natural selection, genetic drift, gene flow, and mutation) and how these forces produced the biological differences within and between human populations.
- understand the place of humans within the Order *Primates*, and our relationship to modern living primates.
- place the major events and trends in hominoid evolution in their chronological, geographical, and environmental contexts.
- describe several different hypotheses to explain human evolution (e.g., how it started, why specific features may have developed, etc.).
- identify the fundamental elements that make us human (i.e., six milestones of human evolution).

Required Textbooks

- Essentials of Biological Anthropology, 4th edition, by Clark Spencer Larsen. 2018. W.W. Norton.



Make sure that you get the 4th edition of the Essentials textbook - your assignments, quizzes, and exams will be based on the material in the book, and information may change between editions.

You will also be required to have access to the digital resources associated with your textbook, specifically InQuizitive. This game will be assigned for credit 6 times throughout the semester, so you need to be able to access it!

Course Requirements

This course begins on January 6, 2020 and ends on April 24, 2020. This is a self-paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see Schedule below or in Getting Started Module). This is to prevent students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due. **All modules close at 11:59 pm EST on their respective due date.** I will not, under any circumstances, open a module for students because they missed the closing date. This is something that students are advised of since the beginning of the course. You will only be able to advance to the next module once you have completed all the requirements for the preceding module. You begin the course by clicking on the “Modules” button on the main page. Each individual module, as well as the “Getting Started” module, is available from this page.

Schedule

Module	Topic	Assignments	Reading	Due Dates
Module 0	Getting Started	Getting Started Quiz	N/A	01/10/20
Module 1	What is Biological Anthropology? History of Evolutionary Theory	Speciation Activity InQuizitive Chap. 2	Larsen Chap. 1 & 2	01/17/20
Module 2	Biological Basis of Life	Punnett Square Bonus Activity InQuizitive Chap. 3	Larsen Chap. 3	01/17/20

		Chap. 3 Quiz		
Module 3	Population Genetics	Forces of Evolution Activity Hardy-Weinberg Assignment	Larsen Chap. 4	01/31/20
Module 4	Race and Adaptation	Skin Color Bonus Activity Types of Adaptation Activity Chap. 5 Quiz	Larsen Chap. 5 (pgs. 103-107, 115-134)	01/31/20
Exam 1 – due Monday (2/03) by 11:59 pm EST				02/03/20
Module 5	Osteology, Bone, and Teeth	Labeling Bones and Teeth Activities Bones and Teeth Quiz	N/A	02/14/20
Module 6	Living Primates	Diet and Locomotion Activities Primate Auction Assignment	Larsen Chap. 6	02/14/20
Module 7	Primate Behavior	Do Primates Have Culture? Assignment InQuizitive Chap. 7	Larsen Chap. 7	03/04/20
Module 8	Fossils and Dating Primate Evolution	InQuizitive Chap. 9 Chaps. 8 and 9 Quiz	Larsen Chaps. 8 & 9	03/04/20
Exam 2 – due Friday (3/06) by 11:59 pm EST				03/06/20
Spring Break - March 9-14				
Module 9	Early Hominins	Bipedalism Activity Early Hominin Species Activity Which Hominin Came First? Assignment	Larsen Chap. 10	03/23/20
Module 10	Early <i>Homo</i>	InQuizitive Chap. 11 Chap. 11 Quiz	Larsen Chap. 11	03/23/20

Module 11	Modern Humans	InQuizitive Chap. 12 Chap. 12 Quiz	Larsen Chap. 12	04/03/20
Module 12	Farming and Consequences	Was Farming a Good Thing? Assignment	Larsen Chap. 13	04/17/20
Module 13	Evolution of Human Behavior	Did Neanderthals Have Culture? Assignment	N/A	04/17/20
Exam 3 – due Friday (4/24) by 11:59 pm EST				04/24/20

Note: All dates and times are subject to change by Dr. Heim. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

Important Dates

Please consult the Academic Calendar (<http://calendar.ucf.edu>) to keep yourself informed of holidays, special events, etc.

Module Description and Requirements

Each module will cover a new topic in biological anthropology. You will have reading to do in the Larsen textbook, often accompanied by pages on WebCourses highlighting aspects of the material. In addition to reading, there will be activities in each module to reinforce the concepts you learned. Finally, there will be a quiz or a quiz-graded assignment at the end of each module. In modules where you do not have a graded quiz, there will be a voluntary practice quiz. This is partly to ensure that you are keeping up with your reading, but these quizzes will also help prepare you for the types of questions you might encounter on your exams.

Quiz Description and Requirements

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

You will find access to GEP quizzes in your personal WebCourses main menu. The GEP pre- and post-tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book! The GEP pre-test will be open for you to take during the first 2 weeks of class. The post-test will be available during the last 2 weeks of class. Again, the scores you earn on the GEP pre-test and post-test are **NOT** included in your total points.

Quizzes will be timed, and you will only see one question at a time. **Once a quiz is opened, it is your ONLY chance to complete the quiz – there is no second chance!** Any quiz problems that are the result of you waiting until the last minute to take the quiz will result in a “0” for the quiz.

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

Exam Description and Requirements

This semester is roughly divided into three parts: genetics and human variation; living non-human primates and primate evolution; and human evolution. Therefore, you will take three (3) exams over the course of the semester, each covering one section of the course. These exams are **NOT** cumulative. However, they will build upon and draw from concepts learned earlier in the course. Exams will typically consist of multiple choice, fill-in-the-blank, true/false, matching, and short answer questions.

Grading

Your final grade will be based on the following activities and weights:

Assignment Group	Percentage of Grade
Activities and Assignments	45%
Module Quizzes	15%
Exams	40%
Total	100%

How do I calculate my weighted grade? Well, WebCourses does it for you. However, if you would like to understand how it works, here's an example. In this class, we have three assignments groups (A, B, and C), weighted at 45%, 15%, and 40%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in group A, 86% in group B, and 94% in group C, the final score would be calculated as $(.75 \times .45) + (.86 \times .15) + (.94 \times .40) = .8425$, or 84%.

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

Letter Grade	Percentages
A	92.5 – 100%
A-	90 – 92.4%
B+	87.5 – 89.9%
B	82.5 – 87.4%

B-	80 – 82.4%
C+	77.5 – 79.9%
C	72.5 – 77.4%
C-	70 – 72.4%
D+	67.5– 69.9%
D	62.5 – 67.5%
D-	60 – 62.4%
F	59.9% and below

Under no exceptions will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course – do not wait until the last minute to complete assignments. In addition, I will not curve anyone’s final grade, nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask!

Reviewing Quiz/Assignment Questions

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

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course please complete the “Getting Started” quiz as soon as possible after adding the course, but by no later than **January 10 at 11:59 pm EST**. Failure to do so will result in a delay in the disbursement of your financial aid.

Course Policies

Make-ups/Excuses

There are **NO** make-ups in this course. Since each set of modules closes approximately every two to three weeks, you are provided plenty of time to complete all assignments, quizzes, and/or exams within the modules prior to the deadline. However, I do understand that there are circumstances that can interrupt your ability to finish modules on time. Some of these valid excuses include a death in

the family, family emergency, or you are personally injured or ill. Documentation (doctor's note with dates, obituary) of these incidences **MUST** be provided within one week after the module closing in order for a make-up to be allowed. ***A broken computer is **NOT** a valid excuse. Additionally, a written email or note from a parent, friend, or employer does **NOT** count as a valid excuse.

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

Discussion Board Appropriateness

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

Student Non-Solicitation

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

Email Appropriateness

Please address emails in a formal manner. Emails are the only correspondence I have with you; therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

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

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

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> .

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ANT 2511 0M01 V.I.R.U.S. Plan And Schedule

(Virtual Instruction in a Really Unusual Situation)

Unless explicitly specified in this document, all other policies in the original syllabus remain in force.

This document replaces the schedule in the original syllabus. Module assignment deadlines remain the same, but the mode of delivery for lectures, Announced Quizzes, and Not-So-Pop Quizzes is now online. **READ THE SCHEDULE FIRST**, but if you have any questions then please, reach out to me via email, through Webcourses messages, or just shoot me a text at 407-575-6456. **Remember to include your name and class day/time in all correspondence so I can give you an accurate answer.**

I will make every effort to accommodate students who fall ill or face other compromising circumstances, but beyond that the deadlines **WILL BE ENFORCED** as usual according to the rules in the syllabus.

Finals Week: The Final Exam will be available for the entirety of exam week. It will open at 7 am on Tuesday 4/21 and be due by Midnight on Monday 4/27. The Inquizitives related to the Final Exam (Chapters 12 and 13) will also be due at the same time as the Final, by Midnight on Monday 3/27. **THESE ARE HARD DEADLINES because grades are due by noon on Thursday 4/30. Even if an excused absence causes you to miss the final and I permit a makeup, you will receive an Incomplete as your grade.** This will just be a placeholder until I can calculate your final grade and submit the proper paperwork to change it, but that won't be until early May.

Food/Blood Drive: This obviously can't be done online so I will add a special 5 point extra credit section to the Final Exam as a substitute.

The revised schedule is on the next page.

REVISED V.I.R.U.S SCHEDULE

Changes are **highlighted**

Weekly modules and associated quizzes will go live on **Tuesdays at 1:30 pm and will remain open until 12pm (NOON) on the following Tuesday.** It is the student's responsibility to complete them within the allotted time. Assignments will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	Topic	Weekly Module or Exam opens and the date and time it is due
Week 10	ONLINE CLASS LECTURE POST: The rest of the <i>Hominin adaptations</i> lecture that we did not finish in class before spring break.	
Week 11 Mar 17	Online lecture post: Protohominins and Ardipithecus <i>ONLINE Class Lecture: East African Australopithecines</i> Not-so-Pop Quiz 3 online opens at noon on 3/17 and is due by noon on 3/24	Module 8 (Chapter 10) Due Mar 24 at 12:00 pm
Week 12 Mar 24	Online lecture post: South African Australopithecines <i>ONLINE Class Lecture: Early Homo</i> Announced Quiz 5 online opens at noon on 3/24 and is due by noon on 3/31. Inquizitives due on Mar 24 at 12:00 pm (noon): Chapters 8, 10 and 11	Module 9 (Chapter 11) Due Mar 31 at 12:00 pm Exam 3 Online: Opens Mar 24 at 1:30 pm and is due Mar 31 at 12:00 pm.
Week 13 Mar 31	<i>ONLINE Class Lecture: Homo erectus</i> Not-so-Pop Quiz 4 online opens at noon on 3/31 and is due by noon on 4/7.	Module 10 (Chapter 12) Due Apr 7 at 12:00 pm
Week 14 Apr 7	<i>ONLINE Class Lecture: Homo heidelbergensis and Neanderthals</i> Not-so-Pop Quiz 5 online opens at noon on 4/7 and is due by noon on 4/14.	Module 11 (Chapter 13) Due Apr 14 at 12:00 pm
Week 15 Apr 14	<i>ONLINE Class Lecture: Neanderthal/Denisovan/Human interbreeding</i> Announced Quiz 6 online opens at noon on 4/14 and is due by noon on 4/21.	No Module This Week!
Week 16 Finals week	Inquizitives (Chapters 12 and 13) due on Monday 4/27 at Midnight.	Final Exam opens Tuesday 4/21 at 7 am and is due by Monday 4/27 at Midnight.

IMPORTANT DATES & INFORMATION:

- The withdrawal deadline for all courses has been changed by UCF to March 27

ANT 2511 0M02 V.I.R.U.S. Plan And Schedule

(Virtual Instruction in a Really Unusual Situation)

Unless explicitly specified in this document, all other policies in the original syllabus remain in force.

This document replaces the schedule in the original syllabus. Module assignment deadlines remain the same, but the mode of delivery for lectures, Announced Quizzes, and Not-So-Pop Quizzes is now online. **READ THE SCHEDULE FIRST**, but if you have any questions then please, reach out to me via email, through Webcourses messages, or just shoot me a text at 407-575-6456. **Remember to include your name and class day/time in all correspondence so I can give you an accurate answer.**

I will make every effort to accommodate students who fall ill or face other compromising circumstances, but beyond that the deadlines **WILL BE ENFORCED** as usual according to the rules in the syllabus.

Finals Week: The Final Exam will be available for the entirety of exam week. It will open at 7 am on Tuesday 4/21 and be due by Midnight on Monday 4/27. The Inquizitives related to the Final Exam (Chapters 12 and 13) will also be due at the same time as the Final, by Midnight on Monday 3/27. **THESE ARE HARD DEADLINES because grades are due by noon on Thursday 4/30. Even if an excused absence causes you to miss the final and I permit a makeup, you will receive an Incomplete as your grade.** This will just be a placeholder until I can calculate your final grade and submit the proper paperwork to change it, but that won't be until early May.

Food/Blood Drive: This obviously can't be done online so I will add a special 5 point extra credit section to the Final Exam as a substitute.

The revised schedule is on the next page.

REVISED V.I.R.U.S SCHEDULE
Changes are highlighted

Weekly modules and associated quizzes will go live on **Thursdays at 1:30 pm and will remain open until 12pm (NOON) on the following Thursday**. It is the student's responsibility to complete them within the allotted time. **Assignments will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.**

Week and day of class	Topic	Weekly Module or Exam opens and the date and time it is due
Week 10	ONLINE CLASS LECTURE POST: The rest of the <i>Hominin adaptations</i> lecture that we did not finish in class before spring break.	
Week 11 Mar 19	Online lecture post: Prothomnins and Ardipithecus ONLINE Class Lecture: <i>East African Australopithecines</i> Not-so-Pop Quiz 3 online opens at noon on 3/19 and is due by noon on 3/26	Module 8 (Chapter 10) Due Mar 26 at 12:00 pm
Week 12 Mar 26	Online lecture post: South African Australopithecines ONLINE Class Lecture: <i>Early Homo</i> Announced Quiz 5 online opens at noon on 3/26 and is due by noon on 4/2. Inquizitives due on Mar 26 at 12:00 pm (noon): Chapters 8, 10 and 11	Module 9 (Chapter 11) Due Apr 2 at 12:00 pm Exam 3 Online: Opens Mar 26 at 1:30 pm and is due Apr 2 at 12:00 pm.
Week 13 Apr 2	ONLINE Class Lecture: <i>Homo erectus</i> Not-so-Pop Quiz 4 online opens at noon on 4/2 and is due by noon on 4/9.	Module 10 (Chapter 12) Due Apr 9 at 12:00 pm
Week 14 Apr 9	ONLINE Class Lecture: <i>Homo heidelbergensis and Neanderthals</i> Not-so-Pop Quiz 5 online opens at noon on 4/9 and is due by noon on 4/16.	Module 11 (Chapter 13) Due Apr 16 at 12:00 pm
Week 15 Apr 16	ONLINE Class Lecture: <i>Neanderthal/Denisovan/Human interbreeding</i> Announced Quiz 6 online opens at noon on 4/16 and is due by noon on 4/23.	No Module This Week!
Week 16 Finals week	Inquizitives (Chapters 12 and 13) due on Monday 4/27 at Midnight.	Final Exam opens Tuesday 4/21 at 7 am and is due by Monday 4/27 at Midnight.

IMPORTANT DATES & INFORMATION:

- **The withdrawal deadline for all courses has been changed by UCF to March 27**

ANT 2511 0005 V.I.R.U.S. Plan And Schedule

(Virtual Instruction in a Really Unusual Situation)

Unless explicitly specified in this document, all other policies in the original syllabus remain in force.

This document replaces the schedule in the original syllabus, as the mode of delivery for lectures, Announced Quizzes, and Not-So-Pop Quizzes is now online. **READ THE SCHEDULE FIRST**, but if you have any questions then please, reach out to me via email, through Webcourses messages, or just shoot me a text at 407-575-6456. **Remember to include your name and class day/time in all correspondence so I can give you an accurate answer.**

I will make every effort to accommodate students who fall ill or face other compromising circumstances, but beyond that the deadlines **WILL BE ENFORCED** as usual according to the rules in the syllabus.

Finals Week: The Final Exam will be available for the entirety of exam week. It will open at 7 am on Tuesday 4/21 and be due by Midnight on Monday 4/27. The Inquizitives related to the Final Exam (Chapters 12 and 13) will also be due at the same time as the Final, by Midnight on Monday 3/27. **THESE ARE HARD DEADLINES because grades are due by noon on Thursday 4/30. Even if an excused absence causes you to miss the final and I permit a makeup, you will receive an Incomplete as your grade.** This will just be a placeholder until I can calculate your final grade and submit the proper paperwork to change it, but that won't be until early May.

Food/Blood Drive: This obviously can't be done online so I will add a special 5 point extra credit section to the Final Exam as a substitute.

The revised schedule is on the next page.

REVISED V.I.R.U.S SCHEDULE
Changes are highlighted

Week 10 Friday 3/13	ONLINE CLASS LECTURE POST: The rest of the <i>Hominin adaptations</i> lecture that we did not finish in class before spring break.	N/A
Week 11 Tuesday 3/17	ONLINE CLASS LECTURE POST: <i>Prothominins and Ardipithecus</i> ONLINE CLASS LECTURE POST: <i>Australopithecines</i> TEXTBOOK LECTURE POST: CHAPTER 10 Announced Quiz 4 opens online at 9 am on 3/17 and closes at 11:59 pm on Tuesday 3/24.	Chapter 10
Week 12 Tuesday 3/24	ONLINE LECTURE POST: <i>Early Homo</i> TEXTBOOK LECTURE POST: CHAPTER 11 Inquizitives due on Tuesday 3/31 at 11:59 pm: Chapters 8, 10 and 11 Exam 3 opens online at 9am on Tuesday 3/24 and closes at 11:59 pm on Tuesday 3/31.	Chapter 11
Week 13 Mar 31	<i>ONLINE Class Lecture: Homo erectus</i>	No Readings This Week!
Week 14 Apr 7	<i>ONLINE Class Lecture: Homo heidelbergensis and Neanderthals</i> Not-so-Pop Quiz 5 online opens at noon on 4/7 and is due by noon on 4/14.	No Readings This Week!
Week 15 Apr 14	<i>ONLINE Class Lecture: Neanderthal/Denisovan/Human interbreeding</i> TEXTBOOK LECTURE POST: CHAPTER 12 Announced Quiz 5 online opens at noon on 4/14 and is due by noon on 4/21.	Chapter 12 and 13
Week 16 Finals week	Inquizitives (Chapters 12 and 13) due on Monday 4/27 at Midnight.	Final Exam opens Tuesday 4/21 at 7 am and is due by Monday 4/27 at Midnight.

ANT 2511: The Human Species
Section 0003 | Spring 2020
TuTh 3:00pm-4:15pm | VAB 132

COVID-19 Syllabus Update (Effective Monday March 16, 2020)

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Office Hours: TuTh 1:30pm-2:30pm

Phone: 407-823-6503

Email: Use WebCourses

Office hours are not held on days class does not meet, such as holidays.

Graduate Teaching Assistant (GTA): Erin Martin

Office: Main Campus, Phillips Hall, 311

Email: Use WebCourses Email

Office Hours: TBD

COVID-19 Update (Read Carefully)

As of March 17, 2020 UCF has moved all courses online for the remainder of spring semester. This COVID-19 precaution affects our course. In other words, all content and assignments are being shifted online. The following changes to the syllabus go into effect beginning March 18, 2020. See the syllabus for further details.

- Video lectures will be uploaded as discussion posts. These will be added to each week's module by Tuesday.
- In-Class Exercises will be transitioned to online assignments. See relevant assignments for further details.
- Exams and other online assignments (e.g., 3D Hominin Lab) remain available via WebCourses.
- Check the Modules section for weekly content updates.

Otherwise, we should have little interruption to the course. Stay safe and take any precautions you feel are warranted to remain healthy.

Sincerely,

Dr. GT

Catalog Description

Human biological variation in an evolutionary perspective. Prerequisite(s)/Corequisite(s): None.

Required Course Materials/Resources

Larson, Clark Spencer. *Essentials of Biological Anthropology*. 4th Edition.
1 pack of 3x5 inch ruled note cards for in-class activities.

Course Description

This course introduces students to biological anthropology, one of the four traditional branches of anthropology. Biological anthropology utilizes many lines of evidence to holistically understand human evolution, primates, and the ancestors of these groups. The course is divided into two broad sections. The first explores biological anthropology in the present. This includes developing an understanding of biological evolution and genetics, as well as reviewing biological diversity among living populations of humans. We will also examine living primates during this section. The second section examines evidence related to ancestral groups, and includes examinations of the fossil record, early hominin origins, dispersal of modern peoples, and impacts related to the last 10,000 years of cultural and environmental change.

Student Learning Objectives

Upon successful completion of this course, each student will understand:

- how to think scientifically,
- the basics of evolutionary theory,
- how humans are related to primates and what this means,
- human and primate evolution,
- why humans are biocultural organisms,
- the complexities of modern biological human variation as it relates to cultural and scientific principles.

UCF Integrative General Education Goals

This course fulfills requirements related to General Education courses at the University of Central Florida. This course contains material related to common human themes related to cultural and historical knowledge, regarding the application of scientific knowledge, and support well-informed citizens who can relate science to significant social problems and other related disciplines. Assignments include transparent statements connecting work to these goals.

Grading

Grades will be determined from four exams, and a series of graded assignments (e.g., video responses, labs). Students are expected to complete assigned readings prior to class. Make-up exams and assignments are typically granted only if arranged prior to the assignment's original date as listed in this syllabus. Exceptions to this rule are allowed when accompanied by appropriate documentation (i.e. doctor's note).

Your grades will come from:

Four Exams 240 possible points

Two Film Responses 20 possible points

Three Lab Activities 30 possible points

Six In-Class Exercises 30 possible points

Breakdown of Grading

Four Exams: Exams will consist of multiple choice, T/F, and short answer questions. *Each exam is worth 60 points.* Students will have 90 minutes to complete exams. Exams are administered via WebCourses and will be available for 24 hours (all times are EST). Questions are drawn from lectures and readings. There is NO cumulative final exam. We will not hold class on the days exams take place, allowing students to use class time to complete each exam. I DO NOT provide study guides for exams in this class.

[Total Points: 240]

Two Video Responses: Students will watch videos available through one of UCF's streaming video sites (e.g., Alexander Street). Students will be provided with a list of questions to answer while watching the video, and an online quiz will assess these answers. Quizzes are available between Monday and Friday the week they are due.

[Total Points: 20]

Three In-Class Lab Activities: The lab activities include: (1) Hardy-Weinburg Equilibrium Lab examines how gene frequencies change from generation to generation; (2) Arboreal Quadruped Lab splits students into groups as they follow one of UCF's many arboreal quadrupeds around campus; and (3) 3D Hominins Lab allows students to examine a series of 3D models depicting 6 million years of human evolution. Students will either use a sheet of college-ruled paper or be provided with handouts for all labs. Labs are turned in during class.

[Total Points: 30]

Six In-Class Exercises: A series of short in-class assignments will allow students to engage with one another and the instructor on a wide variety of topics. In-class exercises will be turned in during class on a single 3 x 5 inch ruled notecard, with the name and NID of each student clearly written above the upper line.

[Total Points: 30]

Total Possible Points: 320

Course Grading Scale

Students will have access to the WebCourses Gradebook. However, this may miscalculate grades that are weighted (e.g., extra credit). As such, students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 90 out of 100 possible points, $90/100 = .9 \times 100 = 90\%$. Extra credit grades will be added to the final total (partly why the WebCourses Gradebook malfunctions). I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100 A- = 90-93.9

B+ = 87-89.9 B = 84-86.9 B- = 80-83.9

C+ = 77-79.9 C = 74-76.9

D+ = 67-69.9 D = 64-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer one extra credit opportunity during the semester. This is a syllabus quiz and serves as the confirmation of academic activity. In other words, it allows you to receive financial aid. It is available beginning the first day of class. It is a short quiz that acknowledges your acceptance and understanding of the material in this syllabus. You can take it an unlimited number of times.

In-Class Use of Technology

Laptops are allowed if used for notetaking, although [research \(Links to an external site.\)](#) suggests that taking notes by hand is better for long-term retention. If you use a laptop, consider turning off wifi during class. Cell phone use is not allowed during class. Students who do so will be asked to leave, especially if they disturb the classroom environment.

Attendance and Make-Up Policies

I do not take attendance in this class. Students are expected to arrive prepared and on time. Classroom participation will assess student knowledge and may occur at any point. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. Refer to the following for each assignment type.

Late In-Class Exercise & Lab Policy

In-class exercises and labs cannot be made up as they occur during class time. Students who fail to participate will be allowed to turn in a 2-page essay discussing the assignment's topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor's notes, or similar information. Photographs of wrecked cars, hospital interiors, work

schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit. It is not fair to provide a second attempt to some students and not everyone.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -2% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

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

The above policies are non-negotiable.

Contacting the Instructor

Students should use WebCourses for all course-related communications with the instructor. This is often referred to as course mail and is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response, especially on the weekends. I strongly encourage students carefully compose their messages. It only takes a few seconds and demonstrates that you care about the course.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to *wait 24 hours before contacting the instructor and/or TAs about grades*. This includes answers to specific questions. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. It also allows the instructor and TAs to address issues as they arise (accidents, WebCourses problems, etc.). DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade. It is each student's responsibility to keep track of their grade throughout the semester.

Addressing Me

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

Respect for Diversity

This class will be conducted in a way that respects diversity. Everyone will show respect for one another and the diverse issues and topics we cover. Failure to respect one another is not the same as not engaging. If you have a controversial opinion, or are nervous to raise it publicly, please privately reach out to me. Courses are better off with engagement, even large ones. My own views may surprise you. Do not expect the classic 'liberal' academic mindset. I am a first-generation college student who started college in my mid-20s and have previously worked several non-academic jobs. I am also attracted to critical and radical perspectives.

Course Schedule

I will post PDFs of lecture notes and other relevant materials at the beginning of each week.

Week 1: Jan 6 – Jan 10

Topic: Course Introduction & What is Physical Anthropology?

Readings: Chapter 1

Assignments: Syllabus Quiz, GEP Quiz

Week 2: Jan 13 – Jan 17

Topic: Evolution

Readings: Chapter 2

Assignments: In-Class Exercise 1 – Evolution is a Fact and a Theory

Week 3: Jan 20 – Jan 24 (No Class Monday)

Topic: Genetics

Readings: Chapter 3

Assignments: In-Class Exercise 2 – Punnett Square

Week 4: Jan 27 – Jan 31 (No Class Thursday for Exam 1)

Topic: Genes and Their Evolution

Readings: Chapter 4

Assignments: Lab 1 – Hardy-Weinberg Equilibrium Lab

Exam 1: Covers Chapters 1-4. Available 12:00am to 11:59pm Jan. 30.

Week 5: Feb 3 – Feb 7 (No class Thursday for video 1 response)

Topic: Biology in the Present

Readings: Chapter 5

Assignments: Video 1 Response – *State of Eugenics*

Week 6: Feb 10 – Feb 14

Topic: The Other Living Primates

Readings: Chapter 6

Assignments: In-Class Exercise 3 – Defining Primate Characteristics

Week 7: Feb 17 – Feb 21

Topic: Primate Sociality

Readings: Chapter 7

Assignments: Lab 2 – Arboreal Quadruped Lab (Tuesday)

Week 8: Feb 24 – Feb 28 (No Class Thursday for Exam 2)

Topic: Primate Sociality

Readings: Chapter 7

Exam 2: Covers Chapters 5-7. Available 12:00am to 11:59pm Feb. 27.

Week 9: Mar 2 - Mar 6

Topic: Fossils

Readings: Chapter 8

Spring Break: Mar 9 – Mar 13 (No Class)

Week 10: Mar 16 – Mar 20

Topic: Primate Origins and Evolution

Readings: Chapter 9

Assignments: [In-Class Exercise 4 – Why Are There Still Monkeys?](#)

Week 11: Mar 23 – Mar 27 (No Class Thursday for Exam 1)

Topic: Early Hominin Origins

Readings: Chapter 10

Exam 3: Covers Chapters 8-10. Available 12:00am to 11:59pm Mar. 26.

Week 12: Mar 30 – Apr 3

Topic: Origins and Evolution of Early Homo

Readings: Chapter 11

Assignments: [Lab 3 - 3D Hominin Lab](#)

Week 13: Apr 6 – Apr 10

Topic: Origins, Evolution, and Dispersal of Modern Peoples

Readings: Chapter 12

Assignments: [In-Class Exercise 5 – What Is This Artifact?](#)

Week 14: Apr 13 – Apr 17

Topic: Our Last 10,000 Years

Readings: Chapter 13

Assignment: [Video 2 Response – Dawn of Humanity](#) & [In-Class Exercise 6 – The Future of Us](#)

Week 15: Apr 20 (No Class – Classes End on Monday)

Exam IV: Covers Chapters 11-13. Available 12:00am to 11:59pm Apr. 23.

Important UCF Dates for Spring 2020

January 9, 2020 - Last Day to Drop and Request Full Refund

January 9, 2020 - Drop/Swap Deadline

January 10, 2020 - Add Deadline

March 20, 2020 - Withdrawal Deadline (COVID-19 Update: March 27, 2020)

Academic Services and Resources

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

UCF Cares

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

Non-Academic Services and Resources

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

Academic Integrity

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this

building, see <http://www.ehs.ucf.edu/workplacesafety.html>Links to an external site. (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



[site.](#)

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make

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

Syllabus



ANT2511 - Human Species


Sections: 0W60

Dr. Amanda Groff

Syllabus

The web version of Human Species requires additional assignments that are not required for the classroom version of this course. If you have a problem completing the additional required assignments, you need to withdraw from this course and take the classroom version of Human Species.

Instructor Contact:

<p>Instructor</p>	 <p>Dr. Amanda T. Groff amanda.groff@ucf.edu</p>
<p>Office</p>	<p>HPH 309</p>
<p>Office Hours(Virtual and in person)</p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person Wednesdays 10am-12pm; 1-2pm</p>

	Please make an appointment first!!
Phone	Dept Phone: 823-2227
E-mail/Response time	amanda.groff@ucf.edu _____ Did you know I have a family and friends who want to see me? Yes, shocking. I know. I will respond to emails from 9am to 5pm on weekdays and Saturdays from 9-10am. All evenings and Sundays are for binge-watching and playing with my dog.
GTA	Lexie Brock Dylan Smith
GTA E-Mail	alexandria.brock@ucf.edu _____ dylan.smith@ucf.edu _____
GTA Office Hours	Lexie: Wednesdays 4:00-5:00pm ***Office hours are held in HPH 309 or via online ***Subject to change during Week 1

Course Information:

Course Name	ANT 2511 Human Species
Credit Hours	3 hrs
Prerequisites	None
Corequisites	None
Semester/Year	Spring 2020
Location	100% Online

Course Description and Scope

The focus of this course is a general overview of biological or physical anthropology. We will be using many lines of evidence to form a holistic picture of human evolution. In the first section of the course we will examine the processes of evolution and other important background concepts. During the second section we will examine our non-human primate relatives to see what they can tell us about ourselves as humans. Finally, in the last section we will study the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

*****Please note that this class deals heavily with human evolution and evolutionary theory. This is not a debate class!! This class accepts the overwhelming scientific evidence that supports evolutionary theory. I completely respect all religious beliefs and/or personal perspectives; however, the course content will not be altered. There will be no special accommodations given based on any personal beliefs. This is what the class is about! If you take issue with the course content, I urge you to drop this class and take another GEP Science Foundation course. Or stick around, you could find it interesting!**

Course Catalog Description: Human biological variation in an evolutionary perspective.

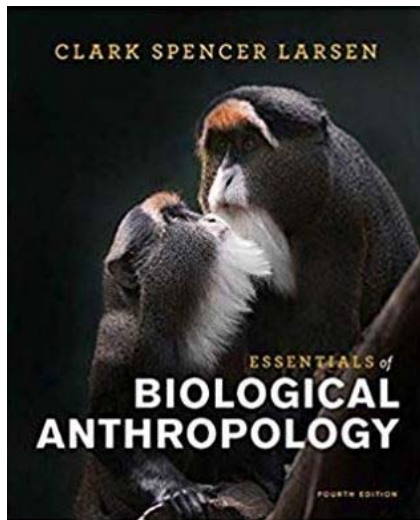
Course Objectives

Upon completion of this course you will be able to determine or have the skills to:

- identify and explain the major objectives, methods, and concepts (including names, places, scientific terms) of physical anthropology
- understand the place of humans within the Order Primates, and our relationship to modern living primates
- place the major events and trends in hominoid evolution in their chronological and geographical contexts
- describe several different phylogenetic hypotheses of human evolution
- understand human variation and what makes us different
- describe the fundamental elements that make us human

Required Text:

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



Title: *Essentials of Biological Anthropology*, 4th Edition By Clark Spencer Larsen

Publisher: Norton

Year: 2018 ISBN: 978-0393667431

NO ACCESS CODE IS NECESSARY. YOU ONLY NEED TO PURCHASE THE TEXT.

Please Note: It is important that you have the 4th edition of this text, as all quizzes and assignments are based on this new edition.

Required Tools

1. A functioning computer or tablet with access to internet and websites (phones are not recommended)
2. Adobe reader (or another tool that makes pdf's accessible and able to be read)
3. Headphones (if working in a public space so that video clips may be watched)

Course Requirements:

This course begins on January 6, 2020 and ends on April 27, 2020. **This course is a self paced course, so you may go at your own speed. However, modules are grouped together and due on specific dates throughout the course (see schedule below). This is to stop students from doing all the modules at the last minute and expecting to have all their work graded before final grades are due.** There will also be a deadline for the last modules (once again, to curb students from handing in everything at the last moment). Please note the module closing dates below (all Modules close at 11:59PM on their respective due date)... **I will not, under any circumstances, open a module for students because they missed the closing date.** This is something that all students are advised of since the beginning of the course. **You will only be able to advance to the next module once you have completed all the requirements for the preceding module.** You begin the course by clicking on the “modules” button on the main page. Each individual module, as well as the getting started module, is available from this page.

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

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

Schedule

Module #	Chapter Reading	Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	--	10	--	January 10
1	1	5	10	January 17
2	2	5	15	January 17
3	3	5	15	January 31
4	4	5	10	January 31
Exam 1 Review	Ch 1-4	5	--	February 6
EXAM 1	Ch 1-4	100	--	February 7
5	5	5	--	February 28
6	6	5	10	February 28
7	7	5	10	February 28
Exam 2 Review	Ch 5-7	5	--	March 5
EXAM 2	Ch 5-7	100	--	March 6
8	8	5	--	March 27
9	9	5	10	March 27
10	10	5	20	March 27
Exam 3 Review	Ch 8-10	5	--	April 2
EXAM 3	Ch 8-10	100	--	April 3
11	11	5	--	April 24
12	12	5	10	April 24
13	13	5	10	April 24
Final Review	Ch 11-13	5	--	April 26
FINAL EXAM	Ch 11-13	100	--	April 27
TOTAL POINTS		495	120	

****Color choices above do not denote any love for UF; I just simply needed contrasting colors. Black and gold all day!**

GEP Quizzes

You will find access to **GEP quizzes** in your personal webcourses main menu. The GEP pre- and post-tests are used by the university and our department to determine the knowledge you acquired during the semester. They will **NOT** count against you. Please take them **WITHOUT** your book!

The GEP pretest will be open for you to take during the first 2 weeks of class. The posttest will be available the last 2 weeks of class. Again, the scores you earn on the GEP pretest and posttest are NOT included in your total points.

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

Grading Scheme

Final grades in this class are weighted (see below)

<u>Assignment Group</u>	<u>Percentage of your Final Grade</u>
Exams	40%
Mini-Quizzes and Realizeit Exam Reviews	20%
Written/Quiz-graded assignments	40%

How do I calculate my weighted grade? Well, webcourses does it for you. However, if you would like to understand how it works, here's an example. In this class we have three assignment groups (A, B, and C) weighted at 44%, 12%, and 44%, respectively. The total score equation for a course with three assignment groups would be (percentage A x weight A) + (percentage B x weight B) + (percentage C x weight C) = final course percentage. If a student scores 75% in Group A, 86% in Group B, and 94% in Group C, the final score would be calculated as $(.75 \times .40) + (.86 \times .20) + (.94 \times .40) = .848$, or 85%.

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

Letter Grade	Percentage
A	94-100%
A-	90-93%

B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	63-66%
D-	60-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90)

Personal Adaptive Learning Reviews

In this class, Exam Reviews are presented in a system called **Realizeit**. Exam Reviews are given immediately prior to exam deadlines and are a great way to practice and study for exams. The system will "Determine Your Knowledge" then highlight the areas in which you need more review and practice. For more information, please see the "[Getting Started with Personalized Adaptive Learning](#)" page in the Getting Started Module.

Reviewing Quiz/Assignment Questions:

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

Important Dates and Information

Add class deadline Friday, January 10 ; Drop class deadline: Thursday, January 9

Withdrawal deadline for this course: Friday, March 20

Final course closing date: Monday, April 27

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than **January 10**. Failure to do so will result in a delay in the disbursement of your financial aid.

Make-ups/Excuses:

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

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

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

Discussion Board Appropriateness:

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

Student Non-solicitation

Students have the right to privacy and non-solicitation in an online environment. Thus, students are NOT permitted to send out mass emails to the entire class via inbox or knights.ucf.edu without explicit permission from the professor. If a student wants to bring up a subject to the class, the student must use

the [Discussions](#) board and select the appropriate discussion thread for [conversing](#). I have provided an area under Discussions for students to message and contact each other. I will not tolerate students harassing, spamming, or inciting each other when discussions can be handled and monitored in one location via the Discussions tab. If you are being spammed or bullied by a fellow student, please report to me and I will handle the issue. The Office of Student Conduct may be used if a solution cannot be found.

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

Email Appropriateness:

Please address emails in a formal matter. Emails are the only correspondence I have with you, therefore, they are the only impression I get of your character. Sometimes emails that are blunt can come off as rude.

Online Technology

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

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

Academic Integrity

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

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

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

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](http://www.academicintegrity.org/ica/asssets/FVProject.pdf). (<http://www.academicintegrity.org/ica/asssets/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>)".

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>) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade> (<http://goldenrule.sdes.ucf.edu/zgrade>).

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

Course Accessibility Statement

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

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

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

time of 11:59pm.

Campus Safety Statement

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

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

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



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

Deployed Active Duty Military Students

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

Copyright

This course contains copyright protected materials such as audio or video clips, video lectures, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the

learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

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

Third-Party Software and FERPA

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

My expectations of you for taking Human Species

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

What You Can Expect From Me

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

Final Comments

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

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



ANT 2511 0M01: The Human Species Spring 2020 (3 credits)

1. Course Information

Classroom: NSC 0101
Modality: M Mode
Class Hours: T 12:00-1:15 pm
Final Exam Time: TBA (not yet assigned by the university)

Prerequisites: None

2. Instructor and GTA Information

Instructor: Dr. Pete T. Sinelli
Office: Howard Phillips Hall 309 c
Office phone: (407) 823-2227
Cell phone: (407) 575-6456
Office Hours: Tuesdays: 10:30-11:45 am
Thursdays: 8:15-8:45 am
10:30-11:45 am
1:30-2:45 pm
Email: ptsinelli@gmail.com
Peter.sinelli@ucf.edu

Teaching Assistants: Caroline Jasiak and Morgan Ferrell
Office: Howard Phillips Hall 309
Contact Info: Contact via Webcourses message
Office hours: TBA

3. Course Description: The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes: This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

- Discover the foci of the major areas of biological anthropology.
- Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- Understand the causes and significance of modern human variation and adaptation.
- Discover the living primates and how human anatomy and behavior is related to primate evolution.
- Examine the fossil evidence for human evolution.

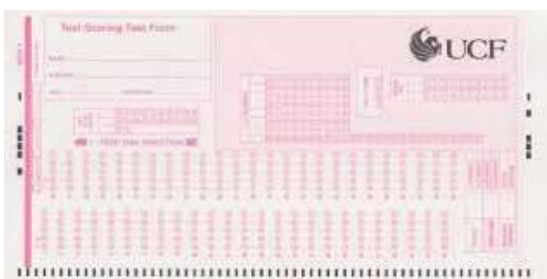
Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students’ the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to “know what they know is true” about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

5. Sequence of Course Activity. This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

6. Assessment and Grading Policies: Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Scantron requirement: We use “raspberry” scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you **EVERY DAY**. These are graded by computer, and the only way the computer knows who you are is through your ID number.

LEARN YOUR ID! If you don’t know it, you can’t get a grade!



Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.

6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

III. Six Announced In Class Quizzes—60 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.

Modules and the associated quizzes will go live at 1:15pm on Tuesdays (right after class ends). You must complete the related Quiz by 11:59 am on the following Tuesday (right before the NEXT class begins). Late Assessments will not be accepted, and I will not reopen closed module quizzes after the due date. **THIS POLICY WILL BE STRICTLY ENFORCED WITH NO EXCEPTIONS UNLESS YOU HAVE A DOCUMENTED EXCUSE** (see "6d. Make-up Policy" below). Computer problems are NOT a legitimate excuse, including "I couldn't open the file". Even if your computer malfunctions, you still have plenty of time to visit one of the many computer labs on campus.

V. Inquisitive Homework Assignments—50 points

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquisitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquisitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquisitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquisitives whether you do them or not.

VI. Extra Credit Opportunities—25 points

Pop Quizzes – 20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. There will be five unannounced pop quizzes during the semester. **THESE WILL USE A SCANTRON**, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for pop quizzes. Only if you are in class will you get the chance for extra credit.

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or

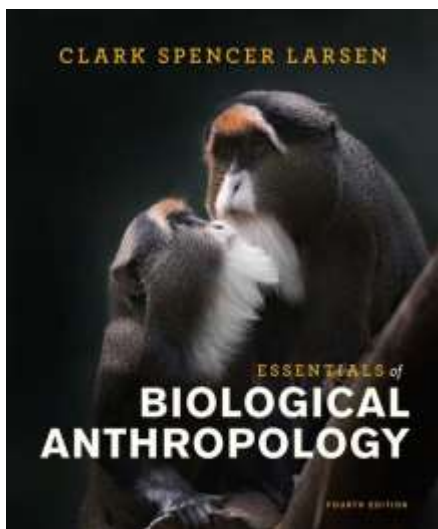
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

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

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Materials: You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. If you buy a new hardcopy of the book, the access code is included. If you buy the Ebook, the access code is included. If you buy a USED book, you will need to buy the access code separately through the Ebook link posted on the main course page in Webcourses.



Class Text: *Essentials of Biological Anthropology* 4th Edition, by Clark Larsen

Available at various bookstores or BUY THE EBOOK FOR ONLY \$50 VIA THE ONLINE LINK IN WEBCOURSES!

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures and the weekly online modules. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes. If you don't like this arrangement, then I suggest that you drop this class and sign up for the online version of Human Species the next time it's offered.



8b. Photography and recording policy: Students **ARE NOT** permitted to photograph or record video of the professor's slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is **LAZY** and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

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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>.

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9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

Weekly modules and associated quizzes will go live on **Tuesdays at 1:30 pm and will remain open until 12pm on the following Tuesday**. It is the student's responsibility to complete them within the allotted time.

Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	Topic	Weekly Module or Exam opens and the date and time it is due
Week 1 Jan 7	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i>	Module 0 Course Activity Quiz Due FRIDAY January 10 at Midnight for Course Activity.
Week 2 Jan 14	Online lecture post: Darwin the Man <i>Class Lecture: Science as a way of knowing</i> Announced Quiz 1 (Nature of Science Pretest) in class	Module 1 (Chapter 2) Due Jan 21 at 12:00 pm
Week 3 Jan 21	Online Lecture post: Population Genetics <i>Class Lecture: Natural Selection</i>	Module 2 (Chapters 3 and 4) Due Jan 28 at 12:00 pm
Week 4 Jan 28	<i>Class Lecture: Natural Selection, cont.</i> Announced Quiz 2 (Nature of Science Posttest) in class	Module 3 (Chapter 5) Due Feb 4 at 12:00 pm
Week 5 Feb 4	Exam 1 in class Inquizitives due Feb 4 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5	Module 4 (Chapter 9) Due Feb 11 at 12:00 pm
Week 6 Feb 11	<i>Class Lecture: Primate Anatomy</i>	Module 5 (Chapter 6) Due Feb 18 at 12:00 pm
Week 7 Feb 18	<i>Class Lecture: Primate Evolution</i> Announced Quiz 3 in class	Module 6 (Chapter 7) Due Feb 25 at 12:00 pm
Week 8 Feb 25	<i>Class Lecture: Primate Evolution, cont.</i> Announced Quiz 4 in class Inquizitives due Feb 25 at 12:00 pm: Chapters 6, 7, and 9	No Module This week! Exam 2 online: Opens Feb 25 at 1:30 pm and is due Mar 3 at 12:00 pm.
Week 9 Mar 3	<i>Class Lecture: Hominid Adaptations</i>	Module 7 (Chapter 8) Due Mar 17 at 12:00 pm
Week 10	SPRING BREAK!	PARTY!
Week 11 Mar 17	Online lecture post: Prothominins and Ardipithecus <i>Class Lecture: East African Australopithecines</i>	Module 8 (Chapter 10) Due Mar 24 at 12:00 pm
Week 12 Mar 24	Online lecture post: South African Australopithecines <i>Class Lecture: Early Homo</i> Announced Quiz 5 in class Inquizitives due on Mar 24 at 12:00 pm: Chapters 8, 10 and 11	Module 9 (Chapter 11) Due Mar 31 at 12:00 pm Exam 3 Online: Opens Mar 24 at 1:30 pm and is due Mar 31 at 12:00 pm.

Week 13 Mar 31	<i>Class Lecture: Homo erectus</i>	Module 10 (Chapter 12) Due Apr 7 at 12:00 pm
Week 14 Apr 7	<i>Class Lecture: Homo heidelbergensis and Neanderthals</i>	Module 11 (Chapter 13) Due Apr 14 at 12:00 pm
Week 15 Apr 14	<i>Class Lecture: The rise and spread of AMH</i> Announced Quiz 6 in class	No Module This Week!
Week 16 Finals week	Inquizitives due the day and time of the final: Chapters 12 and 13	Final exam TBA

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 6-10
- Withdrawal deadline for this course: March 20



ANT 2511 0M02: The Human Species Spring 2020 (3 credits)

1. Course Information

<u>Classroom:</u>	NSC 0101
Modality:	M Mode
Class Hours:	R 12:00-1:15 pm
Final Exam Time:	Thursday 4/23 10:00am to 12:50 pm
<u>Prerequisites:</u>	None

2. Instructor and GTA Information

<u>Instructor:</u>	Dr. Pete T. Sinelli
Office:	Howard Phillips Hall 309 c
Office phone:	(407) 823-2227
Cell phone:	(407) 575-6456
Office Hours:	Tuesdays: 10:30-11:45 am Thursdays: 8:15-8:45 am 10:30-11:45 am 1:30-2:45 pm
Email:	ptsinelli@gmail.com Peter.sinelli@ucf.edu
<u>Teaching Assistants:</u>	Caroline Jasiak and Morgan Ferrell
Office:	Howard Phillips Hall 309
Contact Info:	Contact via Webcourses message
Office hours:	TBA

3. Course Description: The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes: This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In Humans Species, students will:

- Discover the foci of the major areas of biological anthropology.
- Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- Understand the causes and significance of modern human variation and adaptation.
- Discover the living primates and how human anatomy and behavior is related to primate evolution.
- Examine the fossil evidence for human evolution.

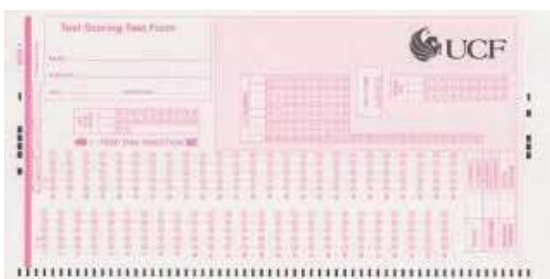
Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of Human Species is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students' the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to “know what they know is true” about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

5. Sequence of Course Activity. This is a mixed mode class, and there is a mix of online and in-class assessments. For details and due dates, refer to the Course Schedule at the end of this document.

6. Assessment and Grading Policies: Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Scantron requirement: We use “raspberry” scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you **EVERY DAY**. These are graded by computer, and the only way the computer knows who you are is through your ID number.

LEARN YOUR ID! If you don't know it, you can't get a grade!



Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.

6b. Assessments and Grade Weight:

I. Three Midterm Exams—195 points (65 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. Exam 1 will be administered in the classroom. Exams 2 and 3 will be taken online. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—75 points

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

III. Six Announced In Class Quizzes—60 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. M Mode Module Assignments—120 points

As this is a mixed mode class, part of your grade is based on work you'll do on Webcourses. There are 12 modules for the course. The modules consist of an online lecture that you will review, then you will take the associated assessment online. Each assessment is worth 10 points for a total of 120 points.

Modules and the associated quizzes will go live at 1:15pm on Thursdays (right after class ends). You must complete the related Quiz by 11:59 am on the following Thursday (right before the NEXT class begins). Late Assessments will not be accepted, and I will not reopen closed module quizzes after the due date. **THIS POLICY WILL BE STRICTLY ENFORCED WITH NO EXCEPTIONS UNLESS YOU HAVE A DOCUMENTED EXCUSE** (see "6d. Make-up Policy" below). Computer problems are NOT a legitimate excuse, including "I couldn't open the file". Even if your computer malfunctions, you still have plenty of time to visit one of the many computer labs on campus.

V. Inquisitive Homework Assignments—50 points

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquisitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquisitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquisitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquisitives whether you do them or not.

VI. Extra Credit Opportunities—25 points

Pop Quizzes – 20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. There will be five unannounced pop quizzes during the semester. **THESE WILL USE A SCANTRON**, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for pop quizzes. Only if you are in class will you get the chance for extra credit.

Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or

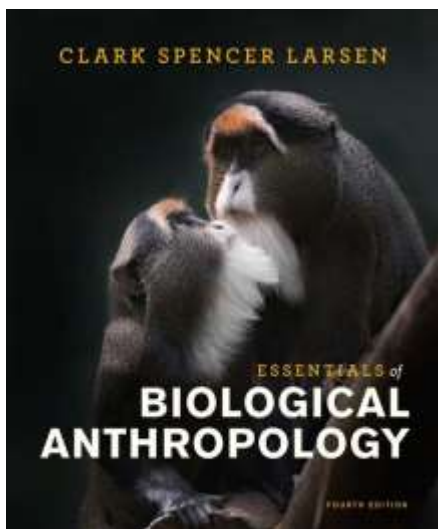
unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

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

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

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9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

Weekly modules and associated quizzes will go live on **Thursdays at 1:30 pm and will remain open until 12pm on the following Thursday**. It is the student's responsibility to complete them within the allotted time. Module quizzes will NOT be "reopened" for anyone who does not complete them by the deadline unless there is a documented excuse as described under "Make ups" in the syllabus.

Week and day of class	Topic	Weekly Module or Exam opens and the date and time it is due
Week 1 Jan 9	Course Introduction <i>Class Lecture: Intro to Biological Anthropology</i>	Module 0 Course Activity Quiz Due FRIDAY January 10 at Midnight for Course Activity.
Week 2 Jan 16	Online lecture post: Darwin the Man <i>Class Lecture: Science as a way of knowing</i> Announced Quiz 1 (Nature of Science Pretest) in class	Module 1 (Chapter 2) Due Jan 23 at 12:00 pm
Week 3 Jan 23	Online Lecture post: Population Genetics <i>Class Lecture: Natural Selection</i>	Module 2 (Chapters 3 and 4) Due Jan 30 at 12:00 pm
Week 4 Jan 30	<i>Class Lecture: Natural Selection, cont.</i> Announced Quiz 2 (Nature of Science Posttest) in class	Module 3 (Chapter 5) Due Feb 6 at 12:00 pm
Week 5 Feb 6	Exam 1 in class Inquizitives due Feb 6 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5	Module 4 (Chapter 9) Due Feb 13 at 12:00 pm
Week 6 Feb 13	<i>Class Lecture: Primate Anatomy</i>	Module 5 (Chapter 6) Due Feb 20 at 12:00 pm
Week 7 Feb 20	<i>Class Lecture: Primate Evolution</i> Announced Quiz 3 in class	Module 6 (Chapter 7) Due Feb 27 at 12:00 pm
Week 8 Feb 27	<i>Class Lecture: Primate Evolution, cont.</i> Announced Quiz 4 in class Inquizitives due Feb 27 at 12:00 pm: Chapters 6, 7, and 9	No Module This week! Exam 2 online: Opens Feb 27 at 1:30 pm and is due Mar 5 at 12:00 pm.
Week 9 Mar 5	<i>Class Lecture: Hominid Adaptations</i>	Module 7 (Chapter 8) Due Mar 19 at 12:00 pm
Week 10	SPRING BREAK!	PARTY!
Week 11 Mar 19	Online lecture post: Prothominins and Ardipithecus <i>Class Lecture: East African Australopithecines</i>	Module 8 (Chapter 10) Due Mar 26 at 12:00 pm
Week 12 Mar 26	Online lecture post: South African Australopithecines <i>Class Lecture: Early Homo</i> Announced Quiz 5 in class Inquizitives due on Mar 26 at 12:00 pm: Chapters 8, 10 and 11	Module 9 (Chapter 11) Due Apr 2 at 12:00 pm Exam 3 Online: Opens Mar 26 at 1:30 pm and is due Apr 2 at 12:00 pm.

Week 13 Apr 2	<i>Class Lecture: Homo erectus</i>	Module 10 (Chapter 12) Due Apr 9 at 12:00 pm
Week 14 Apr 9	<i>Class Lecture: Homo heidelbergensis and Neanderthals</i>	Module 11 (Chapter 13) Due Apr 16 at 12:00 pm
Week 15 Apr 16	<i>Class Lecture: The rise and spread of AMH</i> Announced Quiz 6 in class	No Module This Week!
Week 16 Finals week	Inquizitives due Apr 23 at 10 am: Chapters 12 and 13	Final exam Thursday 4/23 at 10 am

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 6-10
- Withdrawal deadline for this course: March 20



ANT 2511 0005: The Human Species Spring 2020 (3 credits)

1. Course Information

<u>Classroom:</u>	BA1 0122
Modality:	Face to Face
Class Hours:	T R 9:00-10:15 am
Final Exam Time:	Tuesday 4/23 7:00-9:50 am
<u>Prerequisites:</u>	None

2. Instructor and GTA Information

<u>Instructor:</u>	Dr. Pete T. Sinelli
Office:	Howard Phillips Hall 309 c
Office phone:	(407) 823-2227
Cell phone:	(407) 575-6456
Office Hours:	Tuesdays: 10:30-11:45 am Thursdays: 8:15-8:45 am 10:30-11:45 am 1:30-2:45 pm
Email:	ptsinelli@gmail.com Peter.sinelli@ucf.edu
<u>Teaching Assistants:</u>	Caroline Jasiak and Morgan Ferrell
Office:	Howard Phillips Hall 309
Contact Info:	Contact via Webcourses message
Office hours:	TBA

3. Course Description: The course provides a general overview of human biological variation in an evolutionary perspective, and uses multiple lines of evidence to form a holistic picture of human evolution. In the first quarter of the course we examine the processes of evolution and other important background concepts. The second quarter explores our non-human primate relatives to discover how human anatomy and behavior are rooted in a deep evolutionary history. The last half of the semester concentrates on the human fossil and archaeological records, and the spectrum of variation found in modern humanity.

Biological anthropology is a science, and this course is organized and delivered with that in mind. Throughout the course, we will reinforce core scientific concepts that apply not only the process of human evolution, but also to the sciences in general. Students will see how scholars use the scientific method to create relevant research designs, reconstruct our evolutionary history, and explore modern human biological variability.

4. Learning Outcomes: This course is a requirement for undergraduate Anthropology majors and minors and it satisfies the General Education Program (GEP) requirement for Science Foundations. In *Humans Species*, students will:

- ┆ Discover the foci of the major areas of biological anthropology.
- ┆ Explore the history of evolutionary thought and discuss the contributions of Darwin and other early scholars.
- ┆ Review modern genetics and how these synthesize with evolutionary forces like natural selection.
- ┆ Understand the causes and significance of modern human variation and adaptation.
- ┆ Discover the living primates and how human anatomy and behavior is related to primate evolution.
- ┆ Examine the fossil evidence for human evolution.

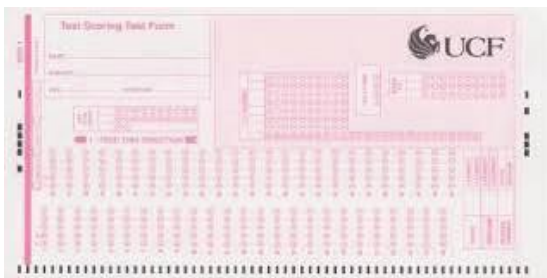
Although these goals may seem discipline specific, they are organized around the central theme that science is the primary way of learning more about the world around us. As a GEP Science Foundations course, a leading goal of *Human Species* is to help students gain an understanding of scientific methods and learn how these can help address issues in modern society. A secondary goal is to give students’ the intellectual tools they need to evaluate conflicting claims and information in world where opinion is routinely presented as undebatable fact. Throughout the course, students will discover how scientists came to “know what they know is true” about human evolution through careful examination of their theory, methods, data, and evidence. In doing so, students will learn to identify a sound, scientific argument by its attributes, and distinguish such against those statements which lack rigor or validity.

5. Sequence of Course Activity. Refer to the Course Schedule at the end of this document.

6. Assessment and Grading Policies: Your grade in this course will be based out of **500 total points**. You can calculate your grade by dividing the total number of points you have earned by the total points possible. Grades on all assessments will only be posted online in Webcourses.

6a. Scantron requirement: We use “raspberry” scantrons for all in-class tests and quizzes, so you will need to acquire 13 of them for this class and bring one with you **EVERY DAY**. These are graded by computer, and the only way the computer knows who you are is through your ID number.

LEARN YOUR ID! If you don’t know it, you can’t get a grade!



Scantrons are available for purchase at the UCF Bookstore in the Washington Center and in vending machines around campus. You can also get one free scantron a day at the Student Government office on the second floor of the Student Union.

6b. Assessments and Grade Weight:

I. Three Midterm Exams—300 points (100 points each)

There will be 3 exams during the semester. Each exam will consist of True/False and Multiple Choice questions. All exams will be administered in the classroom. You must bring a scantron and a #2 pencil to the in-class exam.

II. Final Exam—100 points

The exam will not be cumulative and will only cover material discussed since the third exam. It will consist of True/False and Multiple Choice questions and will be held in our regular classroom at the time scheduled by the university.

III. Five Announced In Class Quizzes—50 points (10 points each)

There will be 6 quizzes worth 10 points each for a total of 60 points. You must bring a scantron.

IV. Inquizitive Homework Assignments—50 points

These homework exercises prepared by the textbook publisher are designed to complement the online modules to enhance student comprehension and retention. Inquizitives are worth a maximum of 50 points toward your final grade in the class. Because there are 14 Inquizitives worth 5 points each (for a total of 70), if you do ALL of them and earn more than 50 points then the Webcourses grade book will add those extra points into your record. However, you can only earn a maximum of 50 points for Inquizitives for grading purposes, so any total you accumulate OVER 50 points will be reduced manually, by me at the end of the semester, to the maximum of 50 for the purposes of calculating your final grade. In short, we drop four Inquizitives whether you do them or not.

V. Extra Credit Opportunities—25 points

Pop Quizzes – 20 points (5 at 4 points each). Given the size of this class, I do not take attendance. Pop quizzes are my way of rewarding student attendance and participation. After the Course Activity Verification quiz (which counts as pop quiz 1), there will be four unannounced pop quizzes during the semester. THESE WILL USE A SCANTRON, so you need to purchase a pack and bring them to class every time. Moreover, there will be no make ups for in-class pop quizzes. Only if you are in class will you get the chance for extra credit.

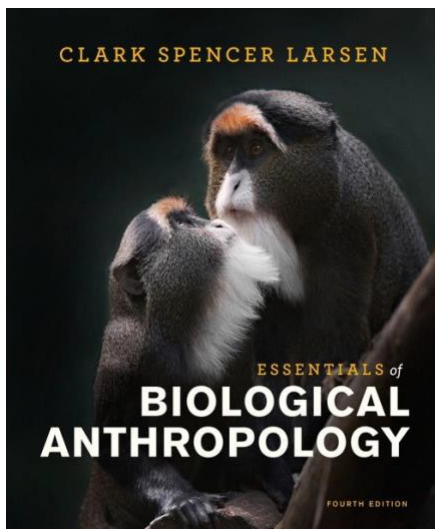
Blood Donation/Food drive (5 points). Anyone who donates blood and provides me with the documentation they give you will receive 5 extra credit points. Alternatively, if you are unable or unwilling to donate blood, you may bring in non-perishable food items toward the end of the semester.

6c. Grading Scheme Used For Final Grades: The +/- system will be used in this course. These percentages correspond to the following letter grades: Individual exams and quizzes will not be curved. Neither will the final course distribution.

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

6d. Make-up Policy: If there is an unforeseen emergency and you will not be able to take an exam or announced quiz, it is critical that you notify me immediately via phone or email. Pop quizzes are NOT eligible for makeups, as they are extra credit only and you must be in class to participate. **I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS.** The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. All make-ups for excused exams will take a different form than the original, and will have a short answer and/or essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

7. Course Materials: You will need to acquire an Access Code from W.W. Norton (the book publisher) to complete the Inquizitives. If you buy a new hardcopy of the book, the access code is included. If you buy the Ebook, the access code is included. If you buy a USED book, you will need to buy the access code separately through the Ebook link posted on the main course page in Webcourses.



Class Text: *Essentials of Biological Anthropology* 4th Edition, by Clark Larsen

Available at various bookstores or BUY THE EBOOK FOR ONLY \$50 VIA THE ONLINE LINK IN WEBCOURSES!

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. The textbook is an excellent resource, and much of what I cover is discussed there, but tests and quizzes are based primarily on lectures. Furthermore, I do not post notes or PowerPoint slides online. I also do not release my slides to anyone for any reason, even if your absence is excused. I rightly expect every student to come to class, pay attention, and take good notes. If you don't like this arrangement, then I suggest that you drop this class and sign up for the online version of Human Species the next time it's offered.



8b. Photography and recording policy: Students **ARE NOT** permitted to photograph or record video of the professor's slides or lectures. I worked hard to create the course material, and do not want it posted all over the public domain. Moreover, the slides are simply prompts for discussion, and do not contain much of the information you need to know for the quizzes and exams. Finally, just snapping pics in lecture and doing nothing else is **LAZY** and you will wind up with the lousy grade you deserve. Students who disregard this policy will be asked to put their phone away during class. Students who repeatedly disregard this policy will be asked to leave the classroom.

8c. Study guides: I will prepare and distribute a study guide in advance of each exam. Everything that will be on the exam will be listed on the study guide. If you use your notes to familiarize yourself with the material on the study guide, then you will do very well in this class.

8d. In-class Exams: To minimize disruptions, if you do not arrive within 10 minutes of the start of class on exam day, **you will not be seated for the exam.** I will direct you to the Anthropology office where you will take a different exam. I will not go over completed exams during class times. Also, I will retain all of the exams and none will be returned. However, I encourage every one of you to make-an appointment with me or a TA and we will gladly go over your exams with you on an individual basis.

8e. Announced quizzes: To minimize disruption, all quizzes will be administered toward the end of class. As with exams, I will not allow make-up quizzes without a valid excuse and I will require documentation of your absence.

8f. Scantron Issues: If you fail to complete the scantron properly or submit a crumpled or damaged scantron your assignment will not be graded by the machine and a zero will appear in your Webcourses grades page. If this happens to you, contact a TA IMMEDIATELY to arrange a time to meet them, find your scantron, and correct the error. In all cases concerning scantrons, if you feel that your grade on a test or assignment is inaccurate or an error has occurred, it is YOUR responsibility to contact a TA within one week of the posting of the grade. Late requests or claims for a grade change will not be honored.

9. University Core Policies

9a. Academic Integrity. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The

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

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9> Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

9b. Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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

9c. Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

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

9d. 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.

9e. Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

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9g. UCF Cares. During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

Week and days of class	Topic	Weekly Readings
Week 1 Jan 7-9	T: Course Introduction R: Intro to Biological Anthropology	Course Activity Quiz Due 1/10 at Midnight
Week 2 Jan 14-16	T: Science as a way of knowing and Announced Quiz 1 R: Before Darwin: Foundations of Evolution	Chapter 2
Week 3 Jan 21-23	T: Darwin the Man R: Natural Selection	Chapters 3 and 4
Week 4 Jan 28-30	T: Natural Selection, cont. R: Population Genetics and Announced Quiz 2	Chapter 5
Week 5 Feb 4-6	T: Exam 1. Inquizitives due Feb 4 at 12:00 pm: "How to do Use Inquizitive" and Chapters 1-5 R: Primate Anatomy	Chapter 9
Week 6 Feb 11-13	T: Primate Anatomy, cont. R: Movie: The Living Primates	Chapter 6
Week 7 Feb 18-20	T: Primate Evolution R: Primate Behavior	Chapter 7
Week 8 Feb 25-27	T: Movie: Bonobos: The Last Great Ape and Announced Quiz 3 R: Exam 2. Inquizitives due Feb 27 at 12:00 pm: Chapters 6, 7, and 9	No Module This week!
Week 9 Mar 3-5	T: Movie: Introduction to the hominins R: Hominin Adaptations	Chapter 8
Week 10	SPRING BREAK!	PARTY!
Week 11 Mar 17-19	T: Protohominins and Ardipithecus R: Australopithecines	Chapter 10
Week 12 Mar 24-26	T: Early Homo and Announced Quiz 4 in class R: Exam 3. Inquizitives due on Mar 26 at 12:00 pm: Chapters 8, 10 and 11	Chapter 11
Week 13 Mar 31-Apr 2	T: Homo erectus R: Homo heidelbergensis and H. naledi	Chapter 12
Week 14 Apr 7-9	T: Neanderthals R: Neanderthals, cont.	

Week 15 Apr 14-17	T: The rise and spread of AMH R: Wrap up and Announced Quiz 5	Chapter 13
Week 16 Finals week	Final Exam Thursday 4/23 7:00-9:50am. Inquizitives due the day and start time of the final: Chapters 12 and 13	

IMPORTANT DATES & INFORMATION:

- Late registration, Add/Drop: January 6-10
- Withdrawal deadline for this course: March 20