

Course Syllabus

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ANT3106: Archaeology and Popular Culture

Spring 2020
Business Administration 1, Room 121
Tuesdays: 10:30 - 11:45 am
Online: 24-7

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: virtual, by appointment

Course TA: Karla Cardona

Course-Related Email: Webcourses Email Client

Secondary Email: Karla.Cardona@ucf.edu

Office Hours: 12 PM - 2 PM Tuesday, HPH101

Syllabus changes due to CoVID-related shift to online

The following changes have been implemented in the syllabus to accommodate the changes to the course required by UCF's conversion to fully online teaching through March 30:

1. In-class discussions have been converted to online discussions. Please make careful note of deadlines, as some have changed.
2. Streaming videos are available for the remainder of the semester at no cost. Please see links in modules.
3. The order of course content has changed and topics for the final weeks of class have changed.
4. Video lectures have been added to modules.
5. Class attendance is not mandatory although a Zoom will be scheduled for each Tuesday at 10:30am for students to ask questions or for Dr. Barber or the course TA to go over assignments or course content. Students are encouraged to attend if they wish, but are not required to do so. Treat this course like an online class and complete the work by assignment deadlines but do not plan to attend virtual class on Tuesday mornings.
6. Office hours will now be by appointment and virtual.
7. The Final Exam will now be open book and available during a 48-hour window between 10am, Sunday, April 19 and 1pm, Tuesday, April 21. The latter was the original ending date of the exam for our in-person class. The exam will be in a "take-home" format consisting of a series of questions that you will answer and submit in .docx or .pdf format. The exam will be visible in the [Assignments](#) tab beginning at 10am on the 19th.

Public Description of the Course

This course is a three-credit-hour class that covers how the ancient past and archaeology appear in popular culture and are manipulated and used by modern societies. Prerequisite: Sophomore standing.

Introduction

This course explores how the ancient past and archaeology appear (and have appeared) in popular culture. Archaeology holds a considerable fascination for a large portion of the general public, but how does the public obtain its information about the ancient past? And to what purpose? Our focus will be on the questions: what is the past? How do we use it in everyday life? Why to people continue to refer to the ancient past? What are the ethical, political, social, and economic ramifications of the past in the present? We will consider archaeology in film, television, print media, advertising, and architecture.

Objectives

This course has three goals: 1) to identify the ways in which the past has been mobilized in popular culture and why; 2) to critically examine the potential effects such mobilization has on the general public's understanding of the past; and 3) to evaluate the potential impacts that representations of the past have on diverse populations living today.

Required Course Materials

In addition to the required textbook, listed below, there will be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Feder, Kenneth

2017 [Frauds, Myths and Mysteries \(https://www.amazon.com/Frauds-Myths-Mysteries-Pseudoscience-Archaeology/dp/0190629657/ref=pd_sbs_14_1/135-5909656-3594703?encoding=UTF8&pd_rd_i=0190629657&pd_rd_r=56ebb5ed-8b01-4b37-b2c4-c7eb79b2987a&pd_rd_w=DhY1y&pd_rd_wg=wTjnQ&pf_rd_p=7c0dad87-8a25-4c4f-9349-026039ea6cb3&pf_rd_r=AVJ94WWH2SQNG26JBSAE&psc=1&refRID=AVJ94WWH2SQNG26JBSAE\)](https://www.amazon.com/Frauds-Myths-Mysteries-Pseudoscience-Archaeology/dp/0190629657/ref=pd_sbs_14_1/135-5909656-3594703?encoding=UTF8&pd_rd_i=0190629657&pd_rd_r=56ebb5ed-8b01-4b37-b2c4-c7eb79b2987a&pd_rd_w=DhY1y&pd_rd_wg=wTjnQ&pf_rd_p=7c0dad87-8a25-4c4f-9349-026039ea6cb3&pf_rd_r=AVJ94WWH2SQNG26JBSAE&psc=1&refRID=AVJ94WWH2SQNG26JBSAE). 9th ed. Oxford, Oxford University Press.

Mature Content Warning

This course deals with popular culture, and includes material that is rated "R" by the Motion Picture Association of America, as well as TV-MA. If you are uncomfortable with this kind of content, don't take this class.

Resources

- Society for American Archaeology: [saa.org \(http://www.saa.org/\)](http://www.saa.org/)
- Register of Professional Archaeologists: [rpanet.org \(https://rpanet.org/\)](https://rpanet.org/)
- American Anthropological Association: [americananthro.org \(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org \(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org \(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html>
(<http://www.americanarchaeology.com/aawelcome.html>)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org \(http://www.shovelbums.org/\)](http://www.shovelbums.org/)

Evaluation

Your grade in this course will be derived from class participation, weekly response papers, a final project, and a final. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module 100% score required to open Module 1 Due January 10, at 11:59pm	1	10
Short Papers	One-page reactions to weekly encounters with popular culture (Due 10 Wednesdays over course of the semester, at 11:59pm).	20	200
Final Exam	Cumulative April 21, 10:00 am - 12:50pm, in class	41	410
On-line Discussions	On-line discussion posts of topics discussed in class and in modules (3 required posts)	6	60

In-Class Discussions	Thoughtful discussion in class of pertinent topics. You must participate in five in-class discussions.	10	100
Final Project	Projects that discuss a specific example of archaeology in pop culture, in "real life," and the implications of both. Can be a paper, video, web site, or other media approved by professor. Final draft due April 17 at 11:59pm	22	220
TOTAL		100	1000

- Note that the final exam is comprehensive. There will be a review prior to the exam.
- If you send the course TA an email through the *Webcourses email client* with "Indiana Jones" in the subject line by 11:59pm on Sunday, January 12, you'll get two extra credit points.
- You may choose which films/shows you will evaluate for your reaction papers. Each reaction paper must be turned in by the Friday of the week following the assigned view date for a film/show.
- You are responsible for making sure that you do 10 reaction papers over the course of the semester.
- Discussions will generally be announced in-class in advance.
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number following standard rounding practices (e.g., 0.48 is rounded to .5, which is rounded *up*; 0.44 is rounded to 0.4, which is rounded *down*):

Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Policies

Contacting Dr. Barber	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
Webcourses@UCF	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Thursday's class. That said, you will likely find it helpful to at least look at the module before you come to class. Note in the schedule where in-class activities are planned.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course Content	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
Quizzes and Examinations	<p>Because there is no way to proctor an on-line quiz, all on-line quizzes for this course are open-book.</p>

	There will also be two examinations in class. Please bring a #2 pencil and a brown scantron for each exam.
Grading and evaluation	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>
Attendance	I do not take attendance during every course session. However, your grade will suffer if you do not come to class. Attendance will be counted on days when we have specific, graded in-class discussions. Discussions will usually be announced the preceding week so you are aware they are coming up.
Participation, Diversity, and Inclusion	<p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.</p> <p>Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.</p> <p>Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu (http://www.shield.ucf.edu/), and http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/).</p> <p>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 me as soon as possible and/or contact Student Accessibility Services.</p>
Deadlines and Make-ups	<p>If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline.</p> <p>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.</p> <p>Students must notify their instructor in advance if they intend to miss class for a religious observance.</p> <p>That said, I am not completely evil. If you have an issue, email me before the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. 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). Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> < http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) >.</p> <p>When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this</p>

	<p>course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/ (http://z.ucf.edu/).</p> <p>I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.</p>
Special Needs	<p>It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. 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/ (http://sas.sdes.ucf.edu/)> (Ferrell Commons 185, sas@ucf.edu (mailto: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.</p>
Campus Safety Statement	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu (https://my.ucf.edu/)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)>).
Active Duty Military Personnel	<p>Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.</p>

Schedule of Topics and Readings


Please note that this schedule is tentative and can be changed at the discretion of the professor. Note that reading assignments are embedded in each module.






















Class Date:	Topic:	Learn Modul
Do this first	Getting Started Module (%24CANVAS_OBJECT_REFERENCE%24/modules/gb76c23b29dd471be90e6c208332c969d)	Gettin

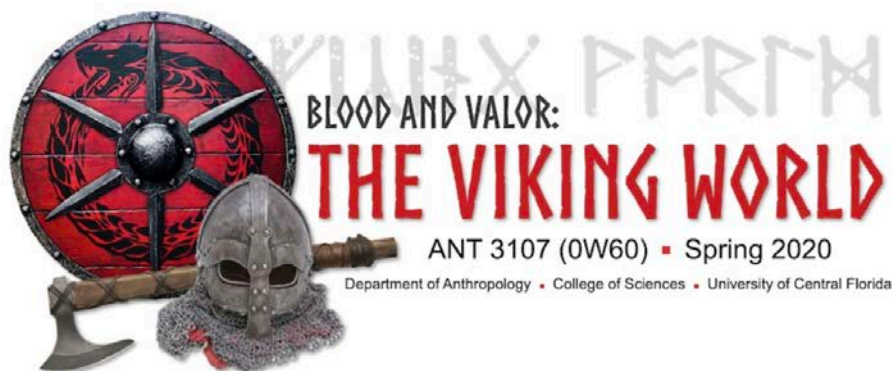
Jan 7	Course Introduction	Modul Scienc Pseud
Jan 14	The Nature of Archaeological Inference	Modul View a critiqu of For Drean
Jan 21	Archaeological Methods	Modul View a critiqu Croft: Raider featuri Angeli
Jan 28	The Then in the Now: Authenticity	Modul View a critiqu "nonfic show f archae
Feb 4	Aliens!	Modul View a critiqu "Chari the Gc an epi "Ancie Aliens
Feb 11	The Now in the Then: Recreating the Past for Fun and Money	Modul View a critiqu episoc "Rome
Feb 18	Mummies!	Modul View a critiqu Mumrr
Feb 25	Curses!	Modul View a critiqu Ruins"
March 3	Man the Hunter	Modul View a critiqu

		One"
March 10  (https://secure.flickr.com/photos/38389748@N00/4538420291)	Woo-Hoo Spring Break! (https://secure.flickr.com/photos/38389748@N00/4538420291)	Spring
March 17	Aryans and Nazis	Modul View a critiqu "Raide Lost A
March 24	The All-Powerful Artifact	Modul View a critiqu "Natio Treas
March 31	The Noble Savage	Modul Apoca
April 7	Vikings!	Modul View E 3 of BI Viking:
April 14	Course summary and review	
April 21	Take-home Final Exam due 12:50pm on April 21	Exam

Course Summary:

Date	Details	
Fri Jan 10, 2020	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1347194/assignments/6500119)	due by 11:59pm
Wed Jan 22, 2020	 Week 2 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6518029)	due by 11:59pm
Tue Jan 28, 2020	 In Class Discussion 1 (https://webcourses.ucf.edu/courses/1347194/assignments/6535672)	due by 11:59pm
Wed Jan 29, 2020	 Week 3 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6523154)	due by 11:59pm
Wed Feb 5, 2020	 Week 4 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6526996)	due by 11:59pm
Tue Feb 11, 2020	 Archaeologists at Work Discussion (https://webcourses.ucf.edu/courses/1347194/assignments/6527070)	due by 11:59pm
	 In Class Discussion 2 (https://webcourses.ucf.edu/courses/1347194/assignments/6535674)	due by 11:59pm
Wed Feb 12, 2020	 Week 5 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6529915)	due by 11:59pm

Date	Details	
Wed Feb 19, 2020	 Week 6 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6532663)	due by 11:59pm
Wed Feb 26, 2020	 Module 7 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6532667)	due by 11:59pm
Tue Mar 3, 2020	 In Class Discussion 3 (https://webcourses.ucf.edu/courses/1347194/assignments/6535675)	due by 11:59pm
Wed Mar 4, 2020	 Module 8 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6535525)	due by 11:59pm
Wed Mar 18, 2020	 Gender & the Past Discussion (https://webcourses.ucf.edu/courses/1347194/assignments/6535678)	due by 11:59pm
	 Module 9 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6538237)	due by 11:59pm
Mon Mar 23, 2020	 AIA Extra Credit (https://webcourses.ucf.edu/courses/1347194/assignments/6550154)	due by 11:59pm
Tue Mar 24, 2020	 ANT3106-20Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=1845477&include_contexts=course_1347194)	10:30am to 11:45am
Wed Mar 25, 2020	 Module 10 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6547062)	due by 11:59pm
Tue Mar 31, 2020	 ANT3106-20Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=1845877&include_contexts=course_1347194)	10:30am to 11:45am
	 The Object at Hand Discussion (https://webcourses.ucf.edu/courses/1347194/assignments/6554763)	due by 11:59pm
Wed Apr 1, 2020	 Archaeology and Politics Discussion--Online replacement (https://webcourses.ucf.edu/courses/1347194/assignments/6547125)	due by 11:59pm
	 Module 11 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6547063)	due by 11:59pm
Tue Apr 7, 2020	 ANT3106-20Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=1845878&include_contexts=course_1347194)	10:30am to 11:45am
	 Archaeology and Colonialism--Online Replacement (https://webcourses.ucf.edu/courses/1347194/assignments/6559401)	due by 11:59pm
Wed Apr 8, 2020	 Module 12 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6547080)	due by 11:59pm
Tue Apr 14, 2020	 ANT3106-20Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=1845879&include_contexts=course_1347194)	10:30am to 11:45am
Wed Apr 15, 2020	 Module 13 Response (https://webcourses.ucf.edu/courses/1347194/assignments/6547085)	due by 11:59pm
Fri Apr 17, 2020	 Final Project (https://webcourses.ucf.edu/courses/1347194/assignments/6532782)	due by 11:59pm
	 Extra Credit Discussion (https://webcourses.ucf.edu/courses/1347194/assignments/6571593)	
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1347194/assignments/6519086)	



Course Information

Course Name: Blood and Valor in the Viking World
Course ID: ANT 3107 (0W60) / Spring 2020
Credit Hours: 3.0 hours
Location/time: Online via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Hours: Wednesday 1:30-3:30 PM via Chat
In Office Hours: Wednesday 1:30-2:30 PM (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: Thursday 10:00-11:00 AM via Chat
In Office Hours: By scheduled appointment
E-mail: via WebCourses Inbox messaging

University Catalog Description

Examines anthropological and archaeological themes of Norse daily life, belief systems, mortuary treatment, material culture, and culture contact history. **Prerequisite:** Sophomore standing or C.I.

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

What is this course about?

In popular culture, Vikings are little more than horn-helmeted, blood-thirsty raiders who plundered their way across Europe in the Middle Ages. For three hundred years, the Norse dominated the peoples of "civilized" Europe, whose negative view of them as violent barbarians has been passed down to us.

But Vikings did much more – they brought empires to their knees; they traded and settled deep into Poland and Russia; they fought as mercenaries and explored the uncharted waters of the North Atlantic, becoming the first Europeans to venture into North America. By AD 1100 the Norse had fundamentally altered the social, political, religious, economic and military life in much of the known world.

Blood and Valor in the Viking World includes everything you'll need to separate fact from fiction by critically examining anthropological themes in preserved material culture, archaeological sites, and place-name evidence alongside historical texts. Together, we will be uncovering the real stories behind the popular view of the Viking World. Your task in this course is to take a fresh look at what we know about the Vikings and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of the Viking world.

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 archaeological evidence and people of the Viking World.

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

- Identify key artifacts and art styles, archaeological sites and events in the Viking World.
- Reframe the single, monolithic entity of 'Viking' portrayed in modern media into the highly regionalized lifeways of Scandinavia
- Describe cultural interactions, economics, and settlement of early Norsemen and their assimilation after leaving Scandinavia.
- Discuss the nature of ancient Viking afterlife and proper treatment of the dead.
- Explain how society, politics and religious ideology evolved through three centuries of Viking history.
- Critically engage with the contradictory and complementary nature of archaeological, historical, and textual sources concerning the Viking world.

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?

When a textbook is required, I make very effort to choose the most affordable options that fit the course objectives. The following **current textbooks are required** for successful completion of this course. The current editions are available for rent or purchase in varied formats at the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbooks for study throughout the term. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.

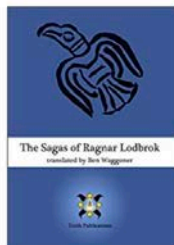
NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



The World of the Vikings

Author: Richard Hall
Edition: 1st Edition
Year: 2013
Publisher: Thames & Hudson
ISBN: 9780500290514

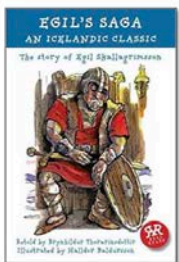
Available in paperback format



The Sagas of Ragnar Lodbrok

Author: Ben Waggoner
Edition: 1st edition
Year: 2009
Publisher: The Troth
ISBN: 9780578021386

Available in paperback format



Egil's Saga: An Icelandic Classic

Author: Brynhildur Thorarinsdottir
Edition: 1st
Year: 2016
Publisher: Real Reads
ISBN: 9781906230876

Available in paperback format

What is WebCourses@UCF?

WebCourses@UCF is an online course management system accessed through my.ucf.edu and then the "Online Course Tools" tab. This is your learning forum and will be used to deliver your course content, to submit your assignments and to communicate with your professor, graduate teaching assistants (GTAs) and peers in the course. Online learning is not for everyone; some students may have difficulty

learning in and managing a course that does not meet face-to-face. [Knight's Online](#) has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline in class attendance and course work throughout the term.

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

How should I plan my course work schedule?

This course examines the art, architecture, daily objects, and daily aspects of people's lives from anthropological and archaeological perspectives – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 14 weeks of the Spring 2020 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in assigned class activities**. You should also plan on setting aside a minimum of **two-to-three hours each week to complete your assigned reading, view assigned media content, review materials, and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 3000-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 two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit **online office hours on Wednesdays from 1:30-3:30pm EST**. If you are on UCF's Main Campus, you can also visit my office in **Howard Philips Hall 309F on Wednesdays from 1:30-2:30pm EST**. 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;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- participate in 5 Point-of-View online discussions;

- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 3 Rune Activity assignments;
- submit 3 online written exams.

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

All graded work is due on an assigned schedule. A missed or late 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. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Introduction Quiz](#) 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 Activity (1) & Quizzes (12)	130	20%
Point-of-View Discussions (5)	50	20%
Rune Activity Assignments (3)	150	15%
Exams (3)	300	45%
<i>Total Possible</i>	630	100%

You will be evaluated on your ability to define and critically apply terms, identify art styles and archaeological evidence, locate prominent archaeological sites or regions related to the Viking World, explain theoretical and applied concepts and describe examples from course materials in online quizzes and exams and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a quiz as a required academic activity to initiate your class participation. In the activity, you will answer questions concerning information contained in this course syllabus and in your COURSE INTRO module. **You will need to score at least 8/10 when completing the activity. This score cannot be dropped from your quizzes grade.**
- **Quizzes:** You will need to demonstrate that you understand terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to Viking life and current debates presented in course materials. **You are required to participate in and submit all 5 Point-of-View discussion assignments** located in the learning modules.
- **Rune Activity Assignments:** These activity assignments are designed around current methods of investigation and will help you develop basic introductory skills in working with runic text and Old Norse translations, understanding the role of language and text in the Viking World, and how these texts are used in anthropological research. **You are required to submit all 3 Rune Activity assignments** located in the learning modules.
- **Exams:** You will need to demonstrate that you understand terms, concepts, historical and current understandings and archaeological 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 online exams** located in the learning modules.

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.

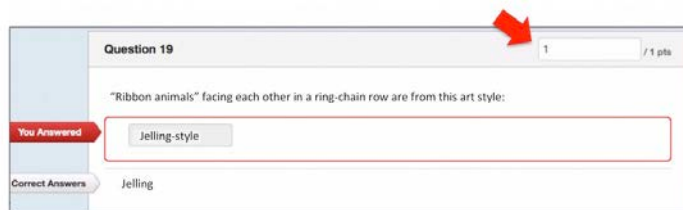
How do I view my grades?

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 and discussion grades will be available within three-to-five 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.
- 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?

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.

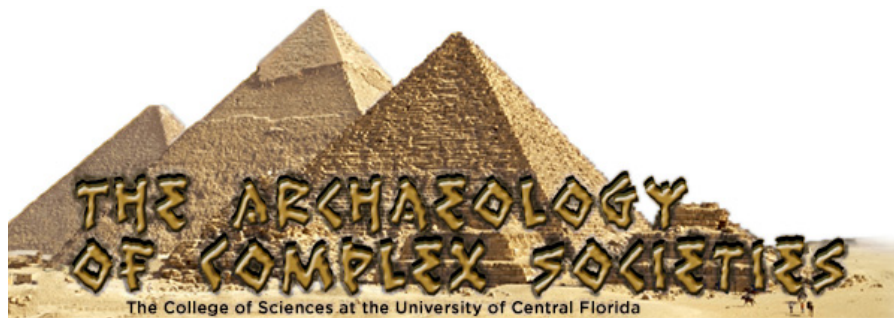
Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **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: Introduction Quiz	due by 11:59pm
Mon Jan 13, 2020	 QUIZ 1: Meet the Vikings	due by 11:59pm
Thu Jan 16, 2020	 POV1: A Mighty Society?	due by 11:59pm
Mon Jan 20, 2020	 POV1: Group Response	due by 11:59pm
	 QUIZ 2: Society and Politics	due by 11:59pm

Thu Jan 23, 2020	 POV2: Modern Viking Hero?	due by 11:59pm
Mon Jan 27, 2020	 POV2: Group Response	due by 11:59pm
	 QUIZ 3: Heros and Sagas	due by 11:59pm
Sun Feb 2, 2020	 EXAM 1: Modules 1 through 4	due by 11:59pm
Mon Feb 3, 2020	 QUIZ 4: Ships and Trade	due by 11:59pm
Mon Feb 10, 2020	 QUIZ 5: Berzerking and Raiding	due by 11:59pm
Mon Feb 17, 2020	 QUIZ 6: Art Styles and Words	due by 11:59pm
Thu Feb 20, 2020	 POV3: Your Viking Destiny?	due by 11:59pm
	 RUNE ACTIVITY 1: Learning Runes and Old Norse	due by 11:59pm
Mon Feb 24, 2020	 POV3: Group Response	due by 11:59pm
	 QUIZ 7: Pagan Worlds	due by 11:59pm
Mon Mar 2, 2020	 QUIZ 8: Feasts and Fires	due by 11:59pm
Thu Mar 5, 2020	 POV4: Is It Really Rollo?	due by 11:59pm
	 RUNE ACTIVITY 2: Funerary Odes	due by 11:59pm
Sun Mar 8, 2020	 EXAM 2: Modules 5 through 9	due by 11:59pm
	 POV4: Group Response	due by 11:59pm
Mon Mar 9, 2020	 QUIZ 9: Conflict and Conquest	due by 11:59pm
Mon Mar 23, 2020	 QUIZ 10: Invading the East	due by 11:59pm
Mon Mar 30, 2020	 QUIZ 11: Settling Down Again	due by 11:59pm
Thu Apr 2, 2020	 POV5: Egil's Identity?	due by 11:59pm
Mon Apr 6, 2020	 POV5: Group Response	due by 11:59pm
	 QUIZ 12: The North Atlantic	due by 11:59pm
Thu Apr 9, 2020	 RUNE ACTIVITY 3: New Lands, Old Ways	due by 11:59pm
Mon Apr 13, 2020	 QUIZ 13: Great Transitions	due by 11:59pm
Mon Apr 20, 2020	 QUIZ 14: New Found Land	due by 11:59pm
Fri Apr 24, 2020	 EXAM 3: Modules 10 through 14	due by 11:59pm

Course Syllabus

[Jump to Today](#)[Edit](#)

Instructor Contact

- Instructor: Dr. Brigitte Kovacevich
- Office: Howard Phillips Hall Room 409P
- Physical Office Hours: T 10-11 AM, Th 2-3 PM and by appointment
- Online Office Hours: W 10 AM-12 PM
- Phone: 407-823-6554
- E-mail: brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>) (<mailto:brigitte.kovacevich@ucf.edu>)
- Skype: brigitte.kovacevich23 (by appointment only)

T.A. Contact

- T.A.: George Micheletti
- Office: Research 1, Rm 362B
- Office Hours: Wed. 12-1:30, Research 1, Rm 362B; Online: Mon. 12-1:30
- Phone: 407-823-2227
- E-mail: georgem@knights.ucf.edu

Course Information

- Course Name: Archaeology of Complex Societies
- Course ID & Section: ANT 3145 Section 0W59
- Credit Hours: 3
- Semester/Year: Spring 2020
- Location: Online

Course Overview

For nearly two million years human societies consisted of small nomadic bands whose members relied on hunting, fishing, and foraging wild plants. Between 10,000 and 5,000 years ago, after the end of the last Ice Age, some of these societies began to change dramatically. At several places in the world- Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica- human societies adopted entirely new characteristics. Small bands settled into agricultural villages then into larger towns and eventually into bustling cities. For the first time, settlements incorporated monumental architecture, elaborate art styles, and advanced technologies; life was characterized by great differences in wealth and power, long-distance trade, large-scale warfare, and complex religions—all of the characteristics which, for better or worse, compose "civilization." Over the past 500 years, nearly all of human civilization has developed into a close world of adjacent "nations" that thrive on industrial technologies and capitalist economies. But until our present era, most complex societies were grounded in what might seem to us "bizarre" cultures and practices.

In this course we will examine the processes that fostered the rise (and sometimes the fall) of early civilizations. We will examine the dynamics behind the process of "cultural evolution" and will ask- and attempt to answer- why ancient civilizations experienced repeated cycles of rise, expansion, and collapse. How were these processes similar in Sumer, Egypt, India, Africa, and Mesoamerica, and how do

they differ? We will consider the role of specific elements in the rise and collapse of these civilizations, not only material elements such as ecology, farming, pastoralism, trade, and exotic goods, but also ideological elements like religious beliefs, cosmology, and worldview.

Throughout the course, we will examine certain ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example: How and why did the Egyptians build such massive pyramids? Why did Maya kings and queens pierce their tongues and genitals with obsidian blades to draw their own blood? These practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

University Course Catalog Description

ANT 3145 COS-ANTHRO 3(3,0) Archaeology of Complex Societies: PR: ANT

2140 or C.I. Theoretical perspectives on ancient hierarchies of power.

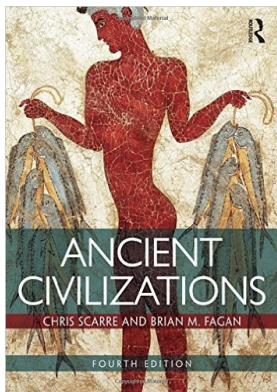
Course Objectives

1. To define what constitutes early civilizations of the world, culturally, ethnically, and geographically.
2. To identify and describe the major cultural and political developments that occurred in early civilizations.
3. To synthesize and evaluate theories and current research regarding these developments using well-supported and sustained arguments.
4. To appreciate the cultural, ethnic, and gender diversity that characterized early civilizations expressed by sharing reflections verbally during discussions and on paper in exams and assignments.

Course Prerequisites

ANT 2140 or Consent of Instructor

Required Texts and Materials



Ancient Civilizations, 4th Ed. (2016) C. Scarre and B. Fagan, Routledge Press- Print OR Digital version may be purchased.

This is a concise and comprehensive text describing the most recent archaeological discoveries on the rise of the first civilizations in Mesopotamia, Egypt, India, China, Mexico, and the Andes.

This book can be purchased as EITHER print OR digital format. You don't need to have both, but I wanted to give you options. The digital version is fully searchable, so if you are looking for a term it can be easily found.

There are earlier editions of this book. If you are using an earlier version you may not have the full information that you need for the course. There have been updates to the book. The page numbers also may not be the same in reading assignments and this may cause you confusion. Use an old book at your own risk.

Additional Readings. Additional readings are required throughout the course and are available within the modules for download as PDFs.

Course Requirements

Your grade in this course will be based out of **500 total points**. There will be one academic activity quiz due the first week and mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 125 points, and 3 exams worth a total of 300 points.

Modules will open and close weekly every Monday, with the exception of the "Getting Started Module" which closes on August 24th, the first Friday, then you have another week until 9/3 to complete Module 1. You will also have an extra week after Module 11 opens, which is the beginning of a group project that may take some time to coordinate, so you will have two weeks to complete it. **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. **All modules will close on Mondays on their assigned dates at 11:59 PM, the next module will open at 12 AM the following day. All exams will close on Fridays at 11:59 PM.** Please note the module closing dates below. You begin the course by clicking on the "weekly modules" button on the main page or on the "modules" tab at the left of webcourses. Each individual module, as well as the getting started module, is available from this page.

Academic Activity Assignment: 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 [Syllabus Quiz \(%24CANVAS COURSE REFERENCE%24/assignments/%24CANVAS_OBJECT_REFERENCE%24/quizzes/ie9442ae1dee6ddab92894ee0579886d5\)](#) by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday of the first week of class at 11:59 PM**. Failure to do so will result in a delay in the disbursement of your financial aid.

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.

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.

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Exams: The course will include three exams (100 points each). These will consist of objective questions (e.g., multiple choice), short answer, and short essay questions drawn from class lectures, films, and required readings. Exams will NOT be cumulative. Both exams and quizzes will draw on lectures, films, and required readings. Exams will be open for 4 days (72 hours) and will always close on Fridays, but I will post a Study Guide well before the exam opens so that you can begin studying. We will also have online review sessions a couple of days before the exams so that you can ask questions in real time.

Module Assignments: These will be due on Mondays at the close of a module. There is not an assignment for every module, but please see the schedule below to make sure that you know when assignments are present. These assignments may vary some in complexity, so be sure to check out the instructions at the beginning of the week so that you won't be caught by surprise.

Debate Participation: This will be a group module assignment that will take place over the last three modules of the semester. You will be able to choose whether you would like to participate as an individual or a group. If you choose group (to be done mid-semester) you will divide into groups of 10, then half of each group will take sides of a theory about the rise of complex society. You will use our course materials to create an opening statement, rebuttal, and closing statement during the course of three modules. Specific archaeological evidence from course materials must be used with supporting citations and bibliography. Each of these posts in a discussion board will be worth 20 points according to an assigned rubric. See [Preparing for the Debate](#) for more information. Each student will receive an individual grade for the assignment based on what the instructor observes of individual activity in the discussion boards.

Course Schedule

Module	# of Mini Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	5	5	Friday, January 10th, 11:59 PM
1	5	5	Monday, January 13, 11:59 PM
2	5	15	Monday, January 20, 11:59 PM
3	5	5	Monday, January 27, 11:59 PM
4	5	0	Monday, February 3rd, 11:59 PM
Exam 1	100	0	Friday, February 7th, 11:59 PM
5	5	10	Monday, February 10, 11:59 PM
6	5	10	Monday, February 17, 11:59 PM
7	5	0	Monday, February 24, 11:59 PM
8	5	10	Monday, March 2, 11:59 PM
Exam 2	100	0	Friday, March 6, 11:59 PM
9	5	0	Monday, March 16, 11:59 PM
10	5	10	Monday, March 23, 11:59 PM
11	5	20	Monday, April 6, 11:59 PM
12	5	20	Monday, April 12, 11:59 PM
13	5	2	Monday, April 20, 11:59 PM
Final Exam	100	0	Friday, April 24, 11:59 PM
Total Points	370	125	

Grading

Please remember that final grades are final, I will not change a final grade under any circumstance unless there has been an error in the entry of the grade. If you are worried about your grade, please contact me early in the semester so that we can work on strategies for improvement. If you contact me during the final week of class there will be little I can do to help. (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to a 90).

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
60-69	D
0-59	F

Course Policies: Grades

Make-up Policy: There are NO make-ups in this course. A module closes each week, and you have been given notice of due dates in advance. 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 in order for a make-up to be allowed.

*****If you encounter an issue (internet outage, screen freezes, etc.) while taking a quiz or exam, please email the professor while the assessment is still running or as immediately as possible. Additionally, the student MUST take a screen shot of the issue and send it to the professor as documentation of the issue. Screen shots do not need internet to be taken.**

Extra Credit Policy: Extra Credit will be offered at two times during the semester. This credit will be offered to the entire class and points given as points added to an exam and only for completed assignments. These assignments will be announced during the semester.

Group Work Policy: Everyone must take part in a group project. All members of a group will receive different scores based on the work they did that was observed by the instructor in interactions in your group page discussions.

Grade Dissemination: All grades will be returned within a period of 5 business days (weekends and holidays don't count). Please note that scores returned mid-semester are unofficial grades. Please remember that Final Grades are FINAL! Please do not come to me to ask for a change of grade after the semester is over unless you think an error has been made.

Course Policies: Technology and Media

Email: Please email me with any questions, brigitte.kovacevich@ucf.edu (<mailto:brigitte.kovacevich@ucf.edu>). I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at

a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcourses on the home page, syllabus, additional readings, handouts, power points, study guides (available the week before the test), etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Hardware and Software: By signing up for an online class, students assume the responsibility for having a functioning computer and programs necessary for viewing videos. 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.) Software needed for this class: Adobe Acrobat Reader, Word processing software (Word or Pages), adobe flash player may be needed to watch video lectures.

Course Policies: Student Expectations

Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. *Please let the professor know within the first week of class if any accommodations are needed so that I may have time to address them.*

Professionalism Policy: The discussion board is to be used by students to discuss topics concerning our class. Feel free to discuss topics covered in the video lectures, articles you may have found online, or archaeology in general. 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 the professor 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.

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

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

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 all written assignments through Webcourses and they will automatically be run through turnitin software. To find out more, you can visit

<http://www.turnitin.com> .(<http://www.turnitin.com>).

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from

brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances: Please notify me in within the first week of class if you intend to miss work due to observe a holy day of your religious faith.

Copyright













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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.

[Modules List](#)

Course Summary:

Date	Details	
Fri Jan 10, 2020	 Academic Activity Syllabus Quiz	due by 11:59pm
	 Introduction Discussion	due by 11:59pm
Mon Jan 13, 2020	 Archaeology of Your Room	due by 11:59pm
	 Module 1 Quiz	due by 11:59pm
Mon Jan 20, 2020	 Extra Credit #1	due by 11:59pm
	 Module 2 Quiz	due by 11:59pm
	 Annotated Bibliography	due by 11:59pm
	 Obojobo	due by 11:59pm
Mon Jan 27, 2020	 Heterarchy Discussion	due by 11:59pm
	 Module 3 Quiz	due by 11:59pm
Mon Feb 3, 2020	 Module 4 Quiz	due by 11:59pm
Fri Feb 7, 2020	 Exam 1	due by 11:59pm

Date	Details
Mon Feb 10, 2020	 Extra Credit #1-AIA Lecture on 11/9 or Alternate Assignment (https://webcourses.ucf.edu/courses/1347153/assignments/6451609) due by 11:59pm
	 Module 5 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451587) due by 11:59pm
	 Flow Chart (https://webcourses.ucf.edu/courses/1347153/assignments/6451610) due by 11:59pm
Mon Feb 17, 2020	 Module 6 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451588) due by 11:59pm
	 Ancient Egyptian Monopoly (https://webcourses.ucf.edu/courses/1347153/assignments/6451605) due by 11:59pm
Mon Feb 24, 2020	 Module 7 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451598) due by 11:59pm
Mon Mar 2, 2020	 Module 8 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451599) due by 11:59pm
	 Indus Script Assingment (https://webcourses.ucf.edu/courses/1347153/assignments/6451611) due by 11:59pm
Fri Mar 6, 2020	 Exam 2 (https://webcourses.ucf.edu/courses/1347153/assignments/6451593) due by 11:59pm
Mon Mar 16, 2020	 Module 9 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451600) due by 11:59pm
Mon Mar 23, 2020	 Module 10 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451595) due by 11:59pm
	 Space and Place Assignment (https://webcourses.ucf.edu/courses/1347153/assignments/6451616) due by 11:59pm
Mon Apr 6, 2020	 Maya Debate-Reminder Opening Arguments Due (https://webcourses.ucf.edu/courses/1347153/assignments/6451613) due by 11:59pm
	 Module 11 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451594) due by 11:59pm
Mon Apr 13, 2020	 Maya Debate Reminder: Rebuttals Due (https://webcourses.ucf.edu/courses/1347153/assignments/6451614) due by 11:59pm
	 Module 12 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451591) due by 11:59pm
Mon Apr 20, 2020	 Maya Debate Reminder: Closing Statements Due (https://webcourses.ucf.edu/courses/1347153/assignments/6451612) due by 11:59pm
	 Module 13 Quiz (https://webcourses.ucf.edu/courses/1347153/assignments/6451586) due by 11:59pm
Fri Apr 24, 2020	 Exam 3 (https://webcourses.ucf.edu/courses/1347153/assignments/6451590) due by 11:59pm
	 Study Participation (https://webcourses.ucf.edu/courses/1347153/assignments/6451617)

Course Syllabus

[Jump to Today](#) Edit

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 projects. 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:	The Americas before Columbus
Course ID:	ANT 3160 (0M01)
Credit hours:	3.0 hours
Semester/year:	Spring 2020
Location/time:	MW 1:30-2:20, BA1 121
Course GTA:	Rodrigo Guzman
GTA hours:	TBA
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

Archaeological developments of North, Central, and South America from the hemisphere's initial peopling through the advent of European cultures. No pre-requisites required.

What is this course about?

This course introduces you to the archaeology of the New World prior to European contact. Course material will span nearly 10,000 years beginning with the initial peopling of the Americas and continuing through the arrival of the first Europeans in the early 16th century. Geographically, course material includes the archaeology of peoples from North, Central, and South America. We will specifically be focusing on complex societies of the New World. We begin with the initial peopling of the Americas and move quickly to the American Southwest where we will focus on the rise of the great Pueblos. We then move on to the American Midwest and South, which was home to the mound-building Mississippian cultures of the 11-13th centuries AD. From North America we move to Central America and the heartland of the Olmec, Maya, and Aztec. The class concludes in South America with a study of the coastal and highland cultures of Peru and Bolivia including the Moche, Nazca, Huari, and Inca.

Throughout the course, we will examine ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example, why did Maya kings pierce their tongues and genitals with stingray spines to draw their own blood? Why did the Aztecs perform massive human sacrifices that sometimes numbered in the thousands? Why did the Inca dance with their dead ancestors? These "peculiar" practices are addressed as scientific questions, and as we move along we'll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

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

- Recognize the diversity of human societies in the Americas
- Explain how archaeologists study human behavior in the past using material remains
- Identify the types of interactions and influences that led to the rise and fall of social complexity in the Americas prior to the 16th century AD

What reading materials and supplies will I need?

Textbooks include:

- ***The Ancient Maya: New Perspectives***. Heather McKillop. W.W. Norton and Company, New York 2006.
- ***The Aztecs***, third edition. Michael Smith. Wiley-Blackwell, Malden, MA 2012.
- ***The Incas and their Ancestors: The Archaeology of Peru***, revised edition. Michael E. Moseley. Thames and Hudson, London, 2001.

Additional readings (labeled “AR” on the syllabus) will also be available in webcourses.

How should I plan my time for this course?

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 8 out of 10 online assignments
- Engage in an original research project about some aspect of culture in the Americas before Western contact

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.**

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. 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 (15% 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 will usually be due on Sunday night before class each Monday.. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Weekly Assignments (15% 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, reflect, or research an issue relevant to the course each week. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Research Project (65% of final grade)

You will be asked to engage in an original research project by choosing any topic from any time period or complex society we discuss in the class. The project will be scaffolded throughout the semester and result in the following products worth varying amounts of points:

- Project prospectus
- Annotated bibliography
- First draft
- Critique of a colleague's draft
- Final draft
- Final Presentation

The main product will be an original research paper associated with your topic (10 pages, double-spaced, 12 point font) where you state your thesis, present your argument with multiple examples from the societies we have studied, and offer your interpretations and conclusions. You are required to submit a draft of your paper well in advance of the final paper deadline. I will comment on your draft and send it back to you for revision. You will also be required to comment on one of your colleague's papers. While it requires more work for everyone, I have found this exercise is extremely beneficial to students. It allows you to experience the revision process, creates a better paper, and leads to a better grade.

Finally, you will also present your topic, study, and findings to the rest of the class in a brief 5-8 minute presentation. The presentation can take any form you would like – for example, a PowerPoint presentation and lecture, presentation and guided discussion or group activity, or even a short film (e.g., digital storytelling) of your own making.

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	15%
Assignments (8 of 10)	80	15%
Project Prospectus	25	5%
Project Bibliography	25	5%
Project Draft	50	9%
Project Critique	50	9%
Final Paper	100	19%
Presentation	100	19%
TOTAL	536	100

As you can see, because this is a mixed mode course **there is no scheduled final exam** for the class. Final papers will be due on Friday April 24 by 11:59pm the first week of finals.

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/>) (Ferrell Commons, 7F, Room 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

How is respect for diversity maintained?

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

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

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc> (<http://osc.sdes.ucf.edu/process/roc>). 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
Reader.png

<http://get.adobe.com/reader/> (<http://get.adobe.com/reader/>)



ICON
Flash.png

<http://get.adobe.com/flashplayer/>
(<http://get.adobe.com/flashplayer/>)



ICON
Powerpoint.png

<http://www.microsoft.com/en-eg/download/details.aspx?id=13>
(<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)



[\(https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be\)](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	Assignment
1	6-Jan	Introduction and Orientation		
	8-Jan	How do we do Archaeology?	Callaghan and Williams, 2019 (ch 5)	Academic Activity Survey
2	13-Jan	What is a Complex Society?	Callaghan and Williams, 2019 (ch 6, pp. 165-182)	Reading Quiz 1
	15-Jan	Where did the First Americans come from?	AR: Adovasio and Pedler, 2005.pdf	Assignment 1
3	20-Jan	NO CLASS - MLK DAY		
	22-Jan	Complexity and Peopling the New World		
4	27-Jan	Origins of Complexity in the Southwest	AR: Cordell and McBrinn, 2012 (ch 5).pdf	Reading Quiz 2
	29-Jan	The Southwestern Pueblos	AR: Cordell and McBrinn, 2012 (ch 7).pdf	Assignment 2



5	3-Feb	The Olmec: Shamanism, Sacred Objects, and Elite Power	AR: Reilly, 1994  ; AR: Coe and Koontz, 2013.pdf 	Reading Quiz 3
	5-Feb	The Origins of Maya Civilization (<i>Dawn of the Maya</i>)	McKillop: Chapters 2 and 3	Assignment 3
6	10-Feb	The Preclassic Maya	McKillop: Chapter 4	Reading Quiz 4
	12-Feb	Classic Period Maya Ideology, Religion, and Politics	McKillop: Chapter 8, AR: Schele and Freidel, 1992.pdf 	Assignment 4
7	17-Feb	Maya Intellectual Achievements (<i>Cracking the Maya Code</i>)	McKillop: Chapters 9 (skim) and 10 (for quiz)	Reading Quiz 5
	19-Feb	The Classic Maya Collapse and Terminal Classic Transformation	McKillop: Chapters 6, 7, and Chapter 11 (pp. 307-312)	Assignment 5
8	24-Feb	Chichen Itza, Tula, and the Toltecs	Sharer and Traxler 2005 (Chichen Itza).pdf 	Reading Quiz 6
	26-Feb	Library Research Day (MEET IN LIBRARY Room 235A)	Please watch: https://vimeo.com/315954011 (https://vimeo.com/315954011) https://vimeo.com/276227989 (https://vimeo.com/276227989)	Assignment 6
9	2-Mar	Rise of the Aztecs	Smith: Chapters 1 and 2 (quiz only ch. 2)	Reading Quiz 7
	4-Mar	Aztec Politics and Society	Smith: Chapters 6 and 7	Assignment 7
10	9-Mar	NO CLASS - SPRING BREAK		
	11-Mar	NO CLASS - SPRING BREAK		
11	16-Mar	Aztec Religion	Smith: Chapters 9 and 10	Reading Quiz 8
	18-Mar	Aztec Art and Science	Smith: Chapters 11 and 12	Assignment 8; Prospectus
12	23-Mar	The Aztec Conquest	Smith: Chapter 13	Reading Quiz 9
	25-Mar	Early Civilizations of the Andes	Moseley: Chapter 5	Assignment 9
13	30-Mar	NO CLASS - RESEARCH DAY	Moseley: Chapter 6	Reading Quiz 10
	1-Apr	The Early Intermediate Period: Moche, Huari, and Nazca	Moseley: Chapters 7 and 8	Assignment 10
14	6-Apr	Moche Looting (<i>Raiders of the Lost Civilization</i>)		
	8-Apr	The Middle Horizon and Late Intermediate Period	Moseley: Chapter 9	
15	13-Apr	The Inca	Moseley: Chapters 1, 2, and 3;	Paper Draft
	15-Apr	Student Presentations		

16	20-Apr	Student Presentations	Critique
	24-Apr	NO CLASS - FINAL PAPERS DUE BY 11:59PM	Final Paper

Course Summary:

Date	Details	
Fri Jan 10, 2020	 Academic Activity Survey (https://webcourses.ucf.edu/courses/1347156/assignments/6455462)	due by 11:59pm
Sun Jan 12, 2020	 Reading Quiz 1 (https://webcourses.ucf.edu/courses/1347156/assignments/6456026)	due by 11:59pm
Fri Jan 17, 2020	 Assignment 1: Archaeology of a Room (https://webcourses.ucf.edu/courses/1347156/assignments/6456027)	due by 11:59pm
Fri Jan 24, 2020	 Miller EC (1-17) (https://webcourses.ucf.edu/courses/1347156/assignments/6518738)	due by 11:59pm
Mon Jan 27, 2020	 Reading Quiz 2 (https://webcourses.ucf.edu/courses/1347156/assignments/6523318)	due by 11:59pm
Fri Jan 31, 2020	 Assignment 2: Exploring Chaco Canyon (https://webcourses.ucf.edu/courses/1347156/assignments/6523319)	due by 11:59pm
Sun Feb 2, 2020	 Reading Quiz 3 (https://webcourses.ucf.edu/courses/1347156/assignments/6524614)	due by 11:59pm
Fri Feb 7, 2020	 Assignment 3: Space and Place (https://webcourses.ucf.edu/courses/1347156/assignments/6524616)	due by 11:59pm
Sun Feb 9, 2020	 Reading Quiz 4 (https://webcourses.ucf.edu/courses/1347156/assignments/6525007)	due by 11:59pm
Fri Feb 14, 2020	 Assignment 4: Materializing Myth (https://webcourses.ucf.edu/courses/1347156/assignments/6525020)	due by 11:59pm
Sun Feb 16, 2020	 Reading Quiz 5 (https://webcourses.ucf.edu/courses/1347156/assignments/6529584)	due by 11:59pm
Sun Feb 23, 2020	 Reading Quiz 6 (https://webcourses.ucf.edu/courses/1347156/assignments/6532725)	due by 11:59pm

Date	Details	due by
Mon Feb 24, 2020	 Assignment 5: Writing in Maya Glyphs https://webcourses.ucf.edu/courses/1347156/assignments/6529592	due by 2:30pm
	 Lovingood EC (2/17) https://webcourses.ucf.edu/courses/1347156/assignments/6533539	due by 11:59pm
Fri Feb 28, 2020	 Assignment 6: Sources from Literature Search https://webcourses.ucf.edu/courses/1347156/assignments/6532723	due by 11:59pm
Sun Mar 1, 2020	 Reading Quiz 7 https://webcourses.ucf.edu/courses/1347156/assignments/6536284	due by 11:59pm
Sun Mar 15, 2020	 Reading Quiz 8 https://webcourses.ucf.edu/courses/1347156/assignments/6536429	due by 11:59pm
	 Assignment 7: Translating the Codex Mendoza https://webcourses.ucf.edu/courses/1347156/assignments/6536285	due by 11:59pm
Mon Mar 16, 2020	 Karul EC (3/6) https://webcourses.ucf.edu/courses/1347156/assignments/6540193	due by 11:59pm
Fri Mar 20, 2020	 Assignment 8: Reading an Aztec Horoscope https://webcourses.ucf.edu/courses/1347156/assignments/6536431	due by 11:59pm
	 Research Project Prospectus https://webcourses.ucf.edu/courses/1347156/assignments/6532712	due by 11:59pm
Sun Mar 22, 2020	 Reading Quiz 9 https://webcourses.ucf.edu/courses/1347156/assignments/6536642	due by 11:59pm
Fri Mar 27, 2020	 Assignment 9: Daily Life of the Aztecs https://webcourses.ucf.edu/courses/1347156/assignments/6536643	due by 11:59pm
Sun Mar 29, 2020	 Reading Quiz 10 https://webcourses.ucf.edu/courses/1347156/assignments/6536644	due by 11:59pm
Fri Apr 3, 2020	 Assignment 10: Analyzing Moche Pottery https://webcourses.ucf.edu/courses/1347156/assignments/6536645	due by 11:59pm
Mon Apr 13, 2020	 Research Project Draft https://webcourses.ucf.edu/courses/1347156/assignments/6532713	due by 11:59pm
Mon Apr 20, 2020	 Research Project Critique https://webcourses.ucf.edu/courses/1347156/assignments/6532715	due by 11:59pm
	 Research Project Presentation https://webcourses.ucf.edu/courses/1347156/assignments/6532714	due by 11:59pm

Date	Details
Fri Apr 24, 2020	 Research Project Final Paper (https://webcourses.ucf.edu/courses/1347156/assignments/6532716) due by 11:59pm
	 Attendance (https://webcourses.ucf.edu/courses/1347156/assignments/6523320)


Syllabus



ANT 3164: Ancient Incas

Syllabus

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)</p>	<p>Contact at skype screenname: "profgroffucf" by appt. or in person Wednesdays 10am-12pm; 1-2pm Please make an appointment first!!</p>
<p>Phone</p>	<p>Dept Phone: 823-2227</p>

E-mail	amanda.groff@ucf.edu
GTA	Lexie Brock Dylan Smith
GTA E-Mail	alexandria.brock@ucf.edu (mailto:alexandria.brock@ucf.edu) dylan.smith@ucf.edu (mailto: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 3164 Ancient Incas
Credit Hours	3 hrs
Prerequisites	Sophomore standing or CI
Corequisites	None
Semester/Year	Spring 2020
Location	100% Online

Course Description and Scope

This course will introduce you to the ancient Inca civilization and major pre-Inca Andean societies, as well as to selected aspects of the Spanish invasion of the Inca Empire. The Inca peoples created one of the most extraordinary civilizations of all time, which controlled nearly half of South America, but did so in some important ways that differed from other world civilizations. We will study the marvels of the Inca state, built among some of the most challenging and diverse environments in the world. In order to study the Inca Empire and its peoples, we will use diverse sources drawn from archaeology, written, and oral history.

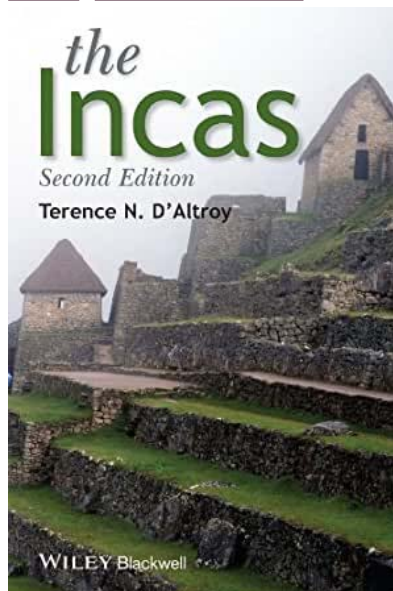
Course Catalog Description: The ancient Inca civilization, including examination of pre-Inca cultures. Uses archaeological, ethnohistorical, historical, and contemporary anthropological sources

Course Goals

The specific objectives for this course are to:

- Understand what archaeology is, and what makes it unique as a discipline;
- Describe the achievements of pre-Contact (pre-Columbian) Andean peoples;
- Understand the variety of sources used to study the Andean past;
- Learn basic features of Andean geography and ecology;
- Understand basic features of Inca social and political organization, beliefs, and cultural practices;
- Enhance research skills and critical thinking;
- Locate and evaluate scholarly sources about the Incas and the Andes;
- Describe and analyze an ancient Andean artifact;
- Enhance understanding of the Spanish Invasion of the Andes

Required Text



Title: The Incas

Author: Terence D'Altroy

Edition: 2nd

ISBN: 978-1444331158

Publisher: Wiley Blackwell

*****Yes, you need the book!**

Required Tools

1. A functioning computer with access to internet and websites
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 lectures may be watched)

Course Requirements

This course begins on January 6th, 2020 and ends on April 24th, 2020. Your grade in this course will be based out of **515 total points**. There will be quizzes at the end of each module and exams worth a total of 375 points, and assignments worth a total of 140 points. **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.

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 10
1	5	10	January 17
2	5	15	January 17
3	5	15	January 31
4	5	10	January 31
Exam 1	100		February 7
5	5	15	February 21
6	5	10	February 21

7	5	10	March 6
8	5	5	March 6
Exam 2	100		March 20
9	5	0**	April 3
10	5	0**	April 3
11	5	50	April 17
Exam 3 (Final)	100		April 24
TOTAL	375	140	

**Keep working on final artifact project!

How do I get Started?

Getting Started Quiz: 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 will have multiple attempts at the quiz until you earn the 10. Keep in mind, this is the only quiz with multiple attempts in this class.

Modules Quizzes

Modules 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.

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.

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 7 to 25 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!!** **If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.**

Why do they close? Accountability and scaffolded learning. If lectures are left accessible, the temptation to watch them later (which, believe me, will snowball) results in trying to watch them at the last minute before an exam.

Final Project

Take a deep breath...it isn't that bad!! Plus, you will have a month to work on it. Basically, you will be filling out a catalog sheet on an artifact of your choice, drawing this artifact (yep, with graph paper and all!), and then writing me a life history of this artifact. Trust me, it's not like traditional paper writing!!

Grading Scheme

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

Letter Grade	Percentage
A	93.5-100%
A-	89.5-93%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

Under no exception will I make individual allowances for anyone in this course in terms of grading. Since you have the whole term to complete the course at your own pace, I will not allow anyone to make up

missed assignments at the end of the course - do not wait until the last minute complete assignments. In addition, I will not curve anyone's final grade nor will I provide extra credit for anyone that is unhappy with their final course grade. Please do not ask! (I do round up scores, anything .5 or higher. For example, a percentage of 89.5 would be rounded to an A-)

Reviewing Quiz/Assignment Questions

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

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: Friday, April 24

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **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 OR video of your computer desktop which shows the error. **IMPORTANT:** Your screen shot and video 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.

Discussion Board Appropriateness

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

Student Non-Solicitation

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

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

Email Appropriateness

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

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).
- 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 Ancient Incas

- 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 3173 0M01: ARCHAEOLOGY OF SEX

Spring 2020 (3 credits)

1. Course Information

<u>Classroom:</u>	BA1 0122
Modality:	M Mode
Class Hours:	R 3:00-4:15 pm
Final Exam Time:	Thursday 4/23 1:00 to 3:50 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: This course explores cross-cultural concepts of sex, sexuality, and sexual intercourse throughout human history from an archaeological perspective. The course begins with an introduction to the key concepts, methods, and terms anthropologists employ to study human sexuality in past cultures. The second section discusses the reproductive behavior of modern primates and compares these to the evolutionary forces that led to the emergence of Homo sapiens as uniquely sexual beings. The third section examines the sex, sexuality, and sexual practices of many cultures throughout history and around the world. Each discussion is based upon the direct archaeological evidence, with an emphasis on the material culture, art, and artifacts that directly inform archaeologists about the nature of and attitudes toward sex, sex roles, sexuality, and sex acts in past cultures.

4. Learning Outcomes:

- Demonstrate an understanding of the evolutionary history of human sexuality as distinct from that of other primates.
- Display knowledge of and an appreciation for the diversity of human sexual expression as practiced by societies and cultures across time and space.
- Comprehend how understanding the archaeological past is critical to appreciating contemporary human behavior.

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. Assessments and Grade Weight:

I. Three 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. 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. Grab Bag assignments—70 points (various points each)

You will not get much out of this class if you don't attend every day, so I'll drop pop quizzes and other impromptu assignments on the class to keep everyone on their toes.

IV. M Mode Module Assignments—130 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 readings and/or 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 130 points.

Modules and the associated quizzes will go live at 4:15pm on Thursdays (right after class ends).

You must complete the related quiz by 3:00pm 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 “6c. 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.

6b. 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

6c. 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:

John Clarke: Looking at Lovemaking: Constructions of Sexuality in Roman Art

8. Course-Specific Policies.

8a. Notes: This is a note-intensive course. I do not post notes or PowerPoint slides online or 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.



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. 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.

8d. Grab bags: 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.

8e. 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>.

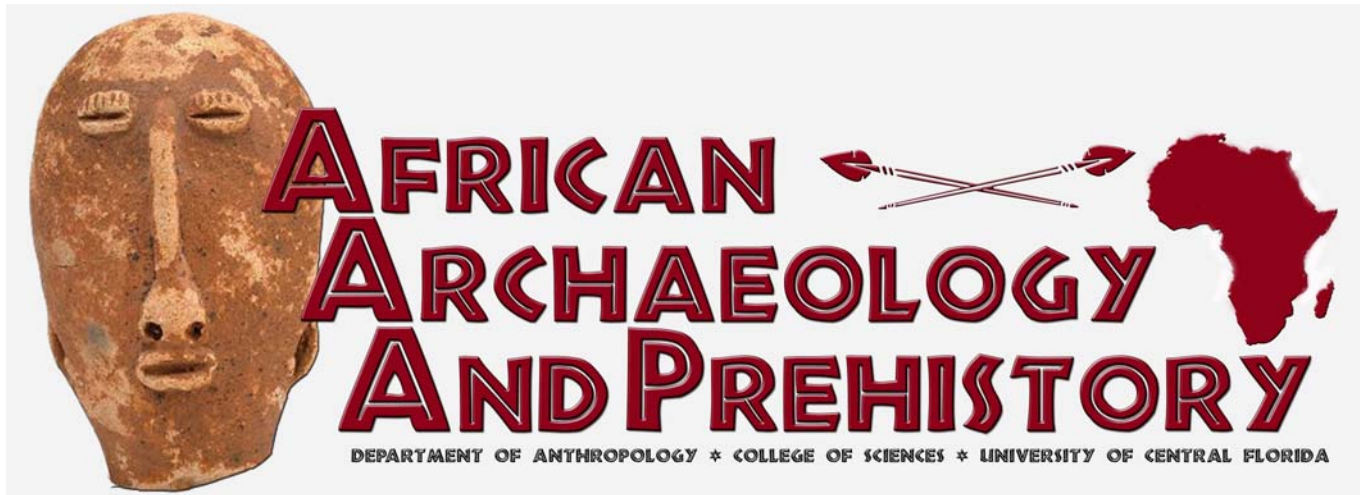
9d. Deployed Active Duty Military Students: If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

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>

9f. Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

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.


Syllabus



ANT 3176 African Archaeology and Prehistory

Syllabus

Instructor Contact

Instructor	 Dr. Amanda T. Groff
Office	HPH 309
Office Hours(Virtual)	Contact at skype screenname: "profgroffuc" by appt. or in person Wednesdays 10am-12pm; 1-2pm Please make an appointment first!!

Phone	Dept Phone: 823-2227
E-mail	amanda.groff@ucf.edu
GTA	Lexie Brock (office hours: Wednesdays 4-5pm) Dylan Smith
GTA E-Mail	alexandria.brock@ucf.edu dylan.smith@ucf.edu

Course Information

Course Name	ANT 3930- African Archaeology and Prehistory
Credit Hours	3 hrs
Prerequisites	ENC 1102; sophomore standing; or CI
Corequisites	None
Semester/Year	Spring 2020
Location	100% Online

Course Description and Scope

This course offers an introduction to the archaeological heritage of Africa, beginning with the emergence of modern humans and ending with the arrival of the Europeans. Africa offers the world's longest record of human occupation and plays a central role in our understanding of human evolution, the prehistory of our species, and state formation. We will examine the roots of Africa's rich and varied cultures and address major questions about African identity in the archaeological record. We will also address lesser known archaeological sites around Africa to highlight some of the forgotten ancestry of this great continent.

After a brief review of human origins and Stone Age foragers, the course will feature the following themes: history of archaeological research in Africa, the emergence of agriculture and settled communities, ancient African metallurgy, urbanism, the development and archaeological evidence of complex societies (with particular emphasis on, for example, Sudan, Ethiopia, Chad, Niger, West and South Africa, and Zimbabwe), and the role and influence of ancient trade and contact across the continent.

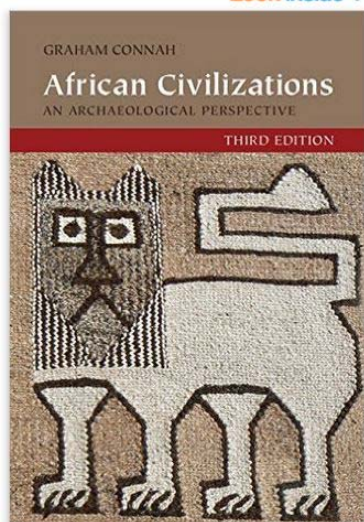
Course Catalog Description: Archaeological heritage of Africa, beginning with the emergence of modern humans and ending with the arrival of Europeans

Course Goals

The specific objectives for this course are to:

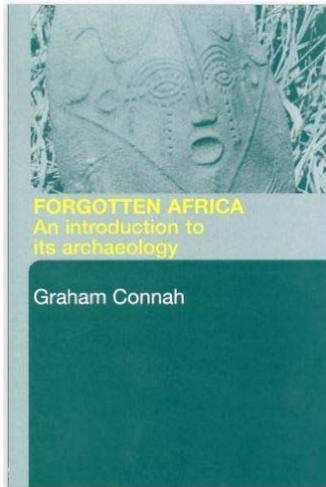
- Become familiar with “forgotten” (and archaeologically rich) African societies, and their distinctive cultural traits, their foundation, growth, and collapse;
- Learn how geography, climate, vegetation, and resources have impacted the development of societies and cultures in Africa;
- Gain introductory knowledge of African studies and its importance to the overall understanding of human evolution and state formation;
- Develop sensitivity to African perceptions of their own past and recognize the limitations of Eurocentric models of interpreting African past;
- Gain appreciation for the study of African archaeology and of the techniques for its recovery and preservation.

Required Texts:



- "African Civilizations: An Archaeological Perspective" by Connah
- 3rd edition

- Publisher: Cambridge University Press
- ISBN: 978-1107621275



- "Forgotten Africa: An Introduction to its Archaeology" by Connah
- Publisher: Routledge
- ISBN: 978-0415305914

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. Adobe Flash may be necessary for some videos
4. Headphones (if working in a public space so that video clips may be watched)

Course Requirements:

This course begins on January 6th, 2020 and ends on April 24th, 2020. Your grade in this course will be based out of **495 total points**. There will be quizzes at the end of each module and exams worth a total of 375 points, and assignments worth a total of 120 points. **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.

Schedule and Total Points

Module #	# of Quiz Points	Assignment Points	Closing Date for Module
Getting Started Module	10	0	January 10
1	5	10	January 17
2	5	10	January 17
3	5	10	January 31
4	5	10	January 31
Exam 1	100		February 7
5	5	10	February 21
6	5	10	February 21
7	5	0	February 21
8	5	10	March 6
9	5	10	March 6
Exam 2	100		March 20
10	5	10	April 3
11	5	10	April 3
12	5	10	April 17
13	5	10	April 17
Exam 3 (Final)	100		April 24
TOTAL	375	120	

How do I get started??

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. The Getting Started Quiz is the only quiz in the class with multiple attempts. Take it as many times as you need in order to earn a full 10.

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

It is your responsibility to check on your grades. Automatically graded quizzes should be

available immediately after you submit them. If you check your grades and your quiz has not been graded please email me and I will manually grade it.

Grading Scheme

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

Letter Grade	Percentage
A	92.5-100%
A-	89.5-92%
B+	86.5-89%
B	82.5-86%
B-	79.5-82%
C+	76.5-79%
C	69.5-76%
D+	66.5-69%
D	62.5-66%
D-	59.5-62%
F	<59

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

Reviewing Quiz/Assignment Questions:

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

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: Friday, April 24

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **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. \(http://www.academicintegrity.org/jcai/assets/FVProject.pdf\)](http://www.academicintegrity.org/jcai/assets/FVProject.pdf)

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

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 \(http://goldenrule.sdes.ucf.edu/zgrade\)](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 \(mailto:sas@ucf.edu\)](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and

sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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

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

Campus Safety Statement

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

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



<https://youtu.be/NIKYajEx4pk>

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 African Archaeology

- I expect you to do your work and not copy the work from others.
- When you take an online quiz, I expect you to complete the quiz by yourself.
- I expect you to treat all communications with me and your fellow students professionally and respectfully. I expect you to write using conventional rules of grammar, spelling, and paragraph formation. Please refrain from slang.
- I expect you to progress in a timely manner through the course. You are permitted to work at your own

pace, however if you leave everything to the last minute it will be impossible to complete the course.

- I expect you to check your e-mail and participate in discussions. Only by doing this can you fully participate in the course, and keep up-to-date on any announcements.

What You Can Expect From Me

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

Final Comments

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

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

Syllabus Peoples of the World

Ant 3212 Peoples of the World Spring 2020

Instructor Contact

Instructor	Vance Geiger, PhD
Office	Philips Hall 311C
Office Hours	Online in class chat Tuesday evening 7-8 pm Face to face in office - Mondays, Wednesdays 12 - 2 pm; 3:30 - 4:30 pm
Phone	407-823-2227
Email	vance.geiger@ucf.edu
TA	

Course Information

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

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

UCF catalogue description:

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

Course Description

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

Course Objectives

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

Learning Outcomes

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

Required Text

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

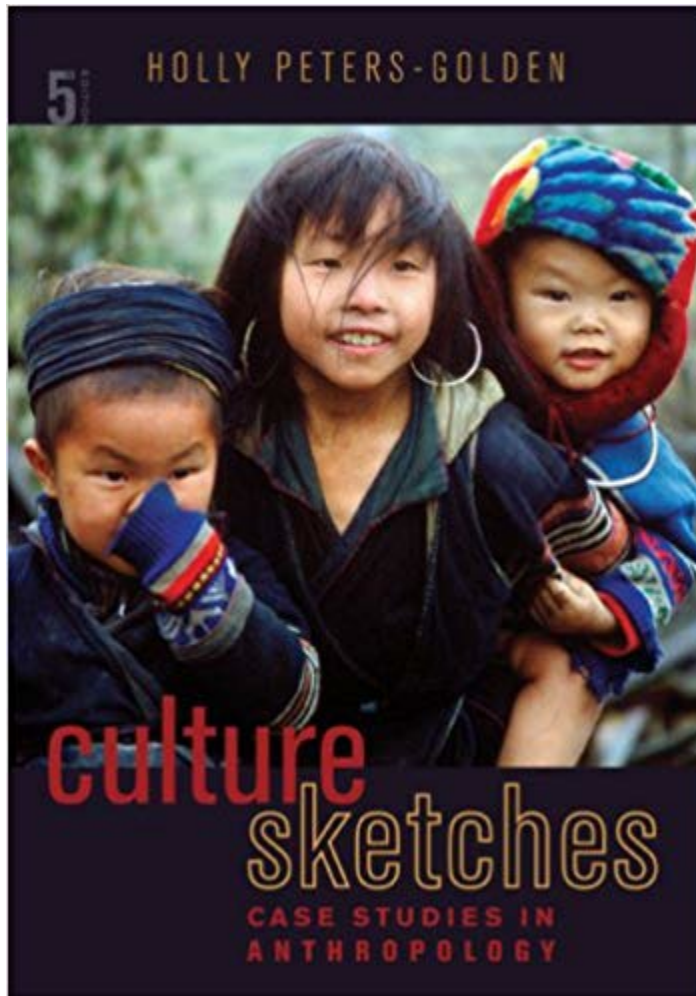
CULTURE SKETCHES

SIXTH EDITION



CASE STUDIES IN ANTHROPOLOGY

HOLLY PETERS-GOLDEN



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

Course Requirements

Important Information: There is a syllabus quiz that you need to take before **Friday 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
14 Online Assignments and Discussions @ 10 points each	140
3 Discussion posts and responses 20 points each	60
Total	500 points

Online Exams

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

Online 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.

Important: late assignments, assignments submitted after the due date receive 1/2 credit (so if the response would have received a 10 if on time, when late it receives 5 points, etc..)

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

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

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- 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.](#))



[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 - Peoples Spring 2020

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

Syllabus Quiz is due 1/10 11:55 pm

Assignments 1A and 1B due 1/13 11:55 pm

Week 2 1/13 Ecology and Environment (Human Geography) Cont'd, Introduction to Social Organization and Religion

Assignment 2 due 1/20 11:55 pm

Week 3 1/20: Hunter-Gatherers and Bands- The Dobe

Assignment 3 The Dobe due 1/27 11:55 pm

Week 4 1/27: Plant and Animal domestication

Assignment 4 Due 2/3 11:55 pm

Week 5 2/3 Horticulture and Big Men

Assignment 5 Horticulture Due 2/10 11:55 pm

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

Week 6 2/10 Chieftainships and horticulture

Week 6 Assignment Chiefdoms due 2/17 11:55 pm

Discussion 1 due 2/17 11:55 pm

Week 7 2/17: Pastoralism

Week 7 Assignment due 2/24

Week 8 2/24: Friend by Day Enemy by Night

Week 8 Assignment due 3/4 11:55 pm

Week 9 3/2 The transition to Sedentary Agriculture, States: Vietnam

Vietnam Online material

Week 9 Assignment due 3/6 11:55 pm

Spring Break 3/9 - 3/14

Week 10 3/16: The Art of Not Being Governed: Resistance to states

Week 10 The Art assignment due 3/23

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

Week 11 3/23 Cultures within states - The Hutterites

Week 11 assignment due 3/30

Discussion 2 due 3/30 11:55 pm

Week 12 3/30: States - American culture

Week 12 assignment due 4/6

Week 13 4/6: Summing Up

Assignment: Scale due 4/13 11:55 pm

Week 14 4/13 Last Week of Class

Discussion 3 due 4/22 11:55 pm

Last day of class - 4/20 - All assignments on time or late and discussions due at 11:55 pm No class work accepted after this time.

Final Exam 4/22 8 am - 4/24 11:55 pm

Syllabus

ANT3241-0W59 - Magic, Ritual, and Belief

Ty Matejowsky

(no face-to-face meetings; strictly online)

Course Syllabus

Contacting the Professor

Office Hours: 1:00PM-3:00PM Tuesdays, or by appointment

Office: Phillips Hall, Third Floor, room 309G

Phone: (407) 823-4611

Fax: (407) 823-3498

E-mail: Ty.Matejowsky@ucf.edu (<mailto:tmatejow@mail.ucf.edu>)

Contacting the Teaching Assistant

Karli Reeves

Office hours by appointment

E-mail: karli.reeves@ucf.edu (<mailto:karli.reeves@ucf.edu>)

Course Description:

This is an upper-division course designed to familiarize students with anthropological perspectives on religion and the supernatural. In this class we will examine topics such as types of belief systems, religious specialists, rituals and symbols, religious use of drugs, divination and magic, witchcraft and sorcery, the occult and revitalization movements. Most course information will pertain to traditional non-Western cultures. This is not a comparative religions class nor a theology class. Students may be exposed to topics that challenge their own established beliefs. Accordingly, topics in the class are best approached with an open mind.

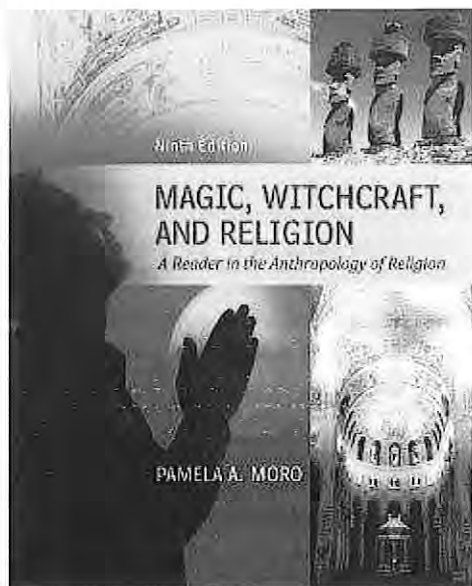
Course Objectives

The objectives of this course are fourfold:

1. to introduce students to various belief systems
2. to explore the concepts of magic and witchcraft
3. to acquaint students with ethnomedicine and the religious use of drugs
4. to examine religious change.

Required Texts (purchase in Bookstore)

Moro, Pamela A. . 2013. *Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion*. Ninth Edition. McGraw-Hill



Magic, Witchcraft, and Religion will serve as the basic text for this course. This selection of articles focuses on topics relevant to the anthropological study of belief systems and the supernatural. There will also be some downloaded documents that students will read for Module 9 Revitalization Movements.

Tests:

There will be three multiple choice exams held on the dates scheduled (see Class Schedule). Each exam will consist of around 30-50 plus questions covering material presented in modules, and readings. Anyone caught cheating on an exam will be assigned a **zero** for that exam.

Discussion Rubric

5 points (A)

Excellence in posting timely, continuously and responsively to others as demonstrated according to the following criteria:

- Follows assignment instructions of answering module question(s) and providing critical feedback to the original postings of at least two classmates.

0 points (F)

Failing is earned when students do not participate in the discussion assignment or blatantly plagiarize the work of others.

Course Assignments:

1. Completion of on-line assignments (including any discussion postings, exercises or quizzes) (each discussion assignment counts for 5% of total grade)= 45% total
2. Three non-cumulative, multiple choice exams (each exam counts for approximately 18.33% of total grade) = 55% total

Discussion Assignments

1. There are 9 discussion assignments that coincide with selected modules (see schedule).
2. Each discussion assignment counts for up to 5 points (5% of total grade).
3. Your answers should be several paragraphs in length (i.e., they should have enough depth to effectively address the module assignment questions).
4. Each discussion posting is evaluated based on information presented in the Discussion Rubric.
5. It is to your advantage to begin work on the discussion questions sooner rather than later. Waiting until the last minute to answer the questions can adversely affect your grade (see Discussion Rubric).

Grading Scale:

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

Changes in the Syllabus

The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent. **NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS. Please do NOT email me to inquire about exceptions to this policy at the end of the semester.**

	<ul style="list-style-type: none"> • <i>Participates in discussion on separate days (i.e., each discussion answer and individual response must be submitted on separate days; not all at once).</i> • Does not repeat (i.e., does not reiterate what has already been posted, but adds to the discussion by interacting with classmates and addressing the comments of others). • Applies course information (i.e., students discussion answers must integrate information from both assigned readings and weekly modules). • Critical thinking (i.e., discussion postings must demonstrate critical thinking and/or add new insights to the topic; not simply recite information from modules and readings).
4 points (B)	Above Average in criteria listed for "5 points (A)." Included here are postings that meet many but not all, or are not consistent with, criteria for an A.
3.5 points (C)	Adequate in criteria listed for "5 points (A)." Included here are postings that display a basic grasp of topic but only restate materials and analysis. Included here are also postings and responses that are submitted all on a single day regardless of content.
3 points (D)	<p>Serious insufficiency in criteria listed for "5 points (A)." Included here are postings that do not display a basic understanding of discussion topic. Also included here are postings that fail to provide critical feedback to the postings of at least two classmates.</p> <p>Students will automatically receive a D (regardless of content) for their weekly discussion assignment if they do not respond to the postings of at least two other students or only provide critical feedback but do not answer the weekly discussion question(s).</p>

Protocols

Protocols and Policies

ant3241 - Magic, Ritual & Belief

Ty Matejowsky

Exam/Quiz Protocols

1. Read the entire **Quiz Introduction** page before you click on the "Begin Quiz" button to familiarize yourself with the quiz/exam procedures. You have access to this page each time you access a quiz or exam in Canvas. You may want to print it out for future reference. If you have any further questions it is your responsibility to contact the professor for clarification.
2. Unless otherwise noted, students will have only **ONE** opportunity to take the exam.
3. Exams will only be reset **ONCE**.
4. If you have technical problems that prevent you from completing the exam it is your responsibility to contact the professor **within 24 hours** and requests the exam be reset. This must be done in a timely manner.
5. Exam submissions will only be accepted through the Quiz function of Canvas. Using any other method of submitting exam/quiz answers will **NOT** be accepted and will result in a failing grade.

Email Protocols

1. Be sure and check your e-mail at least once per week (but more often is better).
2. Use e-mail to send a general question about the course to one of the instructors .
3. When sending e-mail to one of the instructors, always put "ant3241" (without the quotes) in the "Subject" line.
4. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do the following in every e-mail message you send during this course:

7. Sign your e-mail messages
8. Do not use all caps. This makes the message very hard to read and is considered "shouting."
9. Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the forum or e-mail).
10. Break up large blocks of text into paragraphs and use a space between paragraphs.
11. Abbreviate when possible: Examples:
 1. IMHO = in my humble/honest opinion
 2. FYI = for your information
 3. BTW = by the way
 4. Flame = antagonistic criticism
 5. :-) = happy face for humor
13. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Protocols

1. Be courteous and considerate. It is important to be honest and to express yourself freely but being considerate of others online is just as important as in the classroom.
2. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
3. If you want to send a message to the instructor or to another student, use e-mail rather than the Discussion Topic.
4. Use the appropriate Discussion Topic.
5. Use the following conventions when composing a Discussion Topic post:
6. Be careful about "Subject" headings; use something that is descriptive, refer to a particular assignment or discussion topic when applicable.
7. Use the "reply" button rather than the "compose" button if you are replying to someone else's post.
8. Avoid "I agree" type posts, they take up space on the Discussion Topic and will not be counted for credit.
9. Do not use all caps. This makes the message very hard to read and is considered "shouting."
10. Check spelling, grammar, and punctuation.
11. Try to avoid posting large blocks of text but when you must, break them into paragraphs and use a space between paragraphs.

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#)

(<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) [_\(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf\)_](http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click [here](http://goldenrule.sdes.ucf.edu/zgrade) [_\(http://goldenrule.sdes.ucf.edu/zgrade\)_](http://goldenrule.sdes.ucf.edu/zgrade).

Course Accessibility

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

reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety

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

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

Makeup Assignments for Authorized University Events and 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](http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf) (<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>)

Deployed Active Duty Military Students

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

Schedule

ANT3241 - Magic, Ritual, and Belief

Ty Matejowsky

ANT3241– 0W59 Spring 2019

Class Schedule

Week of	Topics	Readings & Assignments	Assignments Due
1/6/20	Introduction to the course	Read course syllabus, course protocols, course home	Attendance assignment due Friday January 17 at 11pm Eastern Time.
1/13/20	Module 1: Anthropology of Religion	Read <i>The Anthropological Study of Religion</i> (pp. 1-5); <i>Studying Religion Anthropologically</i> by Jack David Eller (pp. 6-14); <i>Why We Became Religious & The Evolution of the Spirit World</i> by Marvin Harris (pp. 25-29); Complete on-line assignment for Module 1.	On-line assignment for Module 1 due Friday January 17 at 11pm Eastern Time.
1/20/20	Module 2: Religious Specialists	Read <i>Shamans, Priests, and Prophets</i> (pp.140-142); <i>Religious Specialists</i> by Victor W. Turner (pp. 143-150); Complete on-line assignment for Module 2.	On-line assignment for Module 2 due Friday January 24 at 11pm Eastern Time.
1/27/20	Module 3: Rituals and Symbols	Read <i>Ritual</i> (pp. 86-89); <i>Betwixt and Between: The Liminal Period in Rites de Passage</i> by Victor W. Turner (pp. 90-100); Complete on-line assignment for Module 3.	On-line assignment for Module 3 due Friday January 31 at 11pm Eastern Time.
2/3/20 & 2/10/20	Exam One	Take on-line exam covering Modules 1-3	Exam One is due Friday February 14 at 11pm Eastern Time
2/17/20	Module 4: Witchcraft & Sorcery	Read <i>The Goat and the Gazelle: Witchcraft</i> by T.M. Luuhmann (pp. 307-315); <i>Sorcery and Concepts of</i>	On-line assignment for Module 4 is due Friday February 21

Deviance among the Kabana, West Britain by Naomi M. McPherson (pp. 298-306);

at 11pm Eastern Time.

Complete on-line assignment for Module 4.

2/24/20 **Module 5:**
Magic & Divination

Read *Witchcraft, Sorcery, Divination, and Magic* (pp. 284-287); *Baseball Magic* by George Gmelch (323-329);

On-line assignment for Module 5 is due Friday February 29 at 11pm Eastern Time.

Complete on-line assignment for Module 5.

3/2/20 **Module 6:**
Religious Use of Drugs

Read *Altered States of Consciousness and the Religious Use of Drugs* (pp. 186-189); *Ritual Enemas* by Peter T Furst and Michael D. Coe (pp.205-209); *The Sound of Rushing Water* by Michael Harner (pp. 210-215);

On-line assignment for Module 6 is due Friday March 6 at 11pm Eastern Time.

Complete on-line assignment for Module 6.

3/16/20 **Exam Two**

Take on-line exam 2 covering Modules 4-6

Exam Two is due Friday March 20 at 11pm Eastern Time

3/23/20 **Module 7:**
Ethnomedicine

Read *Illness, Healing, and Religion* (pp. 231-233); *Disease Etiologies in Non-Western Medical Systems* by George Foster (pp.234-241);

On-line assignment for Module 7 is due Friday March 27 at 11pm Eastern Time.

Complete on-line assignment for Module 7

3/30/20 **Module 8:**
Death: Ghosts, Souls & Ancestors

Read *Death, Ancestors, Ghosts, and Souls* (pp. 330-332); *Death Be Not Strange* by Peter A. Metcalf (pp. 340-343); *Day of the Dead in Oaxaca* by Kristin Norget (pp. 353-361); *The Real Vampire* (downloaded document)

On-line assignment for Module 8 is due Friday April 3 at 11pm Eastern Time.

Complete on-line assignment for Module 8

4/6/20 & 4/13/20 **Module 9:**
Revitalization Movements

Read *Revitalization Movements* by Anthony F.C. Wallace (downloaded document); *The Ghost Dance Religion* by Alice Beck Kehoe (downloaded document); *Cargo Cults* By Peter M. Worsley (downloaded document);

On-line assignment for Module 9 is due Friday April 17 at 11pm Eastern Time.

Complete on-line assignment for Module 9

4/20/20 Exam Three Take on-line exam 3 covering Modules 7-9

**Exam Three are due
Friday April 24 at
11pm Eastern Time.**

Syllabus

Ant 3245 Native American Religions Spring 2020

Instructor: Vance Geiger, PhD

e mail: vance.geiger@ucf.edu

Phone: 407-823-2227

Office: HPH 311C

Online Office hours: Wednesday 7-8 pm

Face to Face Office hours: Monday, Wednesday 12 - 2 pm; 3:30-4:30 pm.

TA:

Location: online

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

Course description from UCF catalogue : The religious beliefs of native New World peoples.

Class Description: A introduction to the study of religion from an anthropological perspective and a survey of Native American religions of North America.

Texts

Native Religions An Introduction by Gill (available online in the class material).

Native Religions of North America by Hultkrantz

Sanapia : Comanche Medicine Woman

When you reach the class website you follow the directions to log in.

Once in the class you go to the modules. The class is organized by weeks so you begin with week 1. Within week 1 there is a week 1 Outline. The outline will tell you what to do for that section of the class.

I am including a class syllabus with this message so you can see when the tests are. Within the weeks you will see what kind of posting you must do in the online assignments.

Weekly Modules

The class is organized by weeks. Within each week there are modules and activities. The modules contain material from your instructor that supplements the texts. The supplemental 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 four exams. Further, in some cases you will not be able to do the activities unless you have done the modules. The activities are things you must do for credit.

Grading

Three exams. Each exam will be worth 100 points.
Fifteen On-line Discussion Exercises 10 points each.

On-Line 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 two hours to complete it. At the end of two 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 two hours.

On-Line assignments: Within the week to week outlines there are activities, in this case on-line assignments. These are required postings that you must make to the assignments for that week. For example, in the Week 1 Outline there is a requirement to post to some specific assignments. It is recommended that you write your posting in word, then go on-line and open that assignment 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 on-line 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.

All assignments on time or late are due on the last day of class.

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.

Warning: do not copy another student's assignment into your assignment and do not copy and paste from the online material into your assignment, both are plagiarism and the minimum penalty is a 0 for the assignment.

Important Note: Do not use attachments to post your assignment answers.

Student Responsibilities

1. You are responsible for having access to both a web capable computer and internet access throughout the entire period of this course. Not being able to access the

internet is not an acceptable excuse in a fully online course for missing a due date for either an assignment or exam.

2. You need to have MS word, Adobe Acrobat reader and Mozilla Firefox on your computer. Not having access to these capabilities is not an excuse for missing a due date for either an assignment or an exam. With the exception of MS Word all of the required programs are available for free download.
3. You are responsible for reading the syllabus, including the due dates included in the syllabus. The syllabus is available on the class homepage. Not reading the syllabus is not an excuse for missing a due date for either an assignment or an exam.
4. You are responsible for accessing the list of assignments in the class web site and taking note of the due dates for the assignments. Missing an assignment because you have not looked at the assignments page in the class web site is not an excuse for missing an assignment.
5. UCF Instructors are only allowed to communicate with students through knights mail. You are responsible for accessing your knights mail for information on the class on a bi-weekly basis. Not accessing your knights mail account is not an excuse for not receiving information on upcoming exams and exam topics. If you have a problem with knights mail it is your responsibility to contact the help desk and resolve the issue.
6. Exams in this course become available on Saturday mornings at 8 am and remain available until the following Monday at 11:55 pm. The exam, once opened, will remain open for 2 – 3 hours (depending on the number of questions on the exam). You must complete the exam once you open it. There is only one chance to take an exam so be prepared before you open the exam. The only excuse for missing an exam is a **documented** medical emergency. The final exam is available to make up excused missed exams (not for trying to improve previous exam scores). If you do have such an emergency you are responsible for notifying your instructor through e mail before the exam availability closes. The final exam will be cumulative. You are responsible for taking the exams during the period they are available.

7. You are responsible for asking any questions you have at the time you have them of your instructor through e mail. Your instructor's email is: vance.geiger@ucf.edu and can be found in the syllabus you are required to read.

Asking questions about issues that occurred more than a day after the problem occurs is not an excuse for missing a due date for an assignment or exam.

8. The syllabus clearly delineates the grading system for the course. You are responsible for reading the syllabus and assessing how you are doing in the course. Your instructor cannot discuss grades through e mail or in any online format per FERPA regulations.
9. Your instructor cannot discuss your grades in this class to any outside interested party, **no one**. If you are required to obtain information on your grades in a form requiring your instructor's signature then you must present yourself in person with ID during your instructor's on campus office hours found in the syllabus.
10. Do not just copy and paste answers to assignment questions. Write your answers in your own words that can convince me or my Teaching Assistant that you read the material (both online material and the texts). If you write a response long enough to use a specific quote (so that the quote is less than 10% of your response) and you reference correctly then it will not be plagiarism, which it would be if you do not follow the rules.

Explanatory Note

You have chosen to take an online course. This means you have chosen to take a course that requires you to have and maintain access to the internet. It also means that you have chosen a course that requires you to have access to more technology than other available alternatives. Online courses also require more personal initiative than face to face courses that meet three or two times a week. This is a choice you have made and are therefore responsible for. Your instructor does not meet with you on a regular schedule (although there will be online office hours scheduled and your instructor does hold on campus office hours – see the syllabus) which means that you must take the initiative to inform your instructor of any problems you have.

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.htmlLinks to an external site..
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-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.eduLinks to an external site.and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.

- Consider viewing this video ([You CAN Survive an Active Shooter](#)(Links to an



[external site.\)](#) (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

Week 1 1/6: Introduction to anthropology, the concept of culture and religion.

Reading: online material, Gill chapter 1

What is culture and Unseen world Assignments Due 1/13 11:55

Week 2 1/13: Introduction to Native American Religions: What is in the Unseen World

Reading: Gill chapter 2; Hultkrantz Chapters 1 and 2

Gill assignment 1 due 1/20 11:55

Week 3 1/20: How to Access the Unseen World

Reading Gill chapters 3 and 4

Gill Assignment 2 and 3 due 1/27 11: 55 pm

Week 4 1/27: What is Brought Back From the Unseen World

Gill chapters 5 and 6

Gill Assignment 4 due 2/3 11:55

Week 5 2/3: The Southeast: The environment, the peopling of North America, the Prehistory of the Southeast

Reading: online material

Exam 1 2/8 8 am – 2/10 11 55 pm

Prehistory Assignment due 2/10 11:55 pm

Week 6 2/10: Prehistorical religions of the Southeast

Reading: online material

Prehistory assignment 2 due 2/17 11:55 pm

Week 7 2/17: The Cherokee

Reading: online material

Cherokee Beliefs assignment due 2/14 11:55 pm

Week 8 2/24 The Northeast and the Huron

Reading: online material

Huron assignment due 3/2 11:55 pm

Week 9 3/2: The Plains: Environment and Prehistory and the Sioux

Reading: online material; Sanapia chapters 1-3

Sioux assignment due 3/16 11:55 pm

Spring Break 3/9 - 3/14

Week 10 3/16: the Plains: the Shoshoni

Reading: Hultkrantz Chapter 3; Sanapia chapters 4,5 conclusion

Exam 2 3/21 – 3/23 11 55 pm

Shoshoni and Sanapia assignment due 3/23 11:55 pm

Week 11 3/23: The Southwest, The Zuni

Reading: Hultkrantz chapter 4

Zuni assignment due 3/30 11:55 pm

Week 12 3/30: the Southwest: the Apache

Reading: online material

Week 13 4/6 The Northwest and the Potlatch

Reading: online material

Week 14 4/13: Revitalization

Reading: online material

Kwakiutl Assignment due 4/20 11:55 pm

Last Day of Class 4/20 all assignments are due.

Final Exam 4/22 8 am – 4/24 11 55 pm

ANT 3302: Sex, Gender, and Culture
Section OM01 – Spring 2020
MW 12:30pm-1:20pm

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

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Office Hours: MW 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. ~~Strikethrough~~ text refers to cancelled assignments, bold text refers to COVID-19 updates.

- I am cancelling the Class Participation assignments. The GTA will enter a "Complete" for the remainder of them. This benefits everyone.
- I am adding a weekly 5-pt assignment/response for weeks 10-14. These will be posted on Monday and will be due by Friday.
- I am transitioning the remaining video lectures from pages to discussion posts. We will use these for Q&A, and the response questions will be posted on Mondays.
- Online discussions and exams will proceed as normal within 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

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

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

Required Texts

Hodgson, Dorothy L. 2015. *The Gender, Culture, and Power Reader (Links to an external site.)*. New York: Oxford University Press. ISBN: 9780190201777
(Referred to as GCP in syllabus)

1 pack of 3x5 inch ruled note cards. These will be used at random points during the semester to collect responses as part of the class participation grade.

Additional readings will be provided as PDF files or via hyperlinks in WebCourses.

Recommended Texts

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

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

Course Description

This course examines the changing cultural values attached to gender and sexuality, with particular emphasis on the exercise of power in regards to these topics. Case studies will be drawn from around the world and the US alike. The semester is divided into three roughly equal sections: gender, sexuality, and power. Readings and assignments in each section will reveal how anthropology intersects other disciplines in addressing these topics. This is a mixed mode course, meaning a portion of the course takes place online. Exams and online discussions are administered via WebCourses. The instructor will lecture on Mondays and the entire class will engage in an in-class discussion on Wednesdays.

Student Learning Objectives

- Students will develop their critical thinking skills and information literacy. This will be achieved by carefully engaging the assigned readings, online discussions, and making connections between authors, media, classmates,

and your professor. You will be asked to ascertain the validity and strength of arguments.

- Students will explore the ethical issues surrounding gender, sexuality, and differing cultural beliefs related to them. You will be encouraged to question how ideology, hegemony, normality, and dichotomous thinking influence your own personal standpoints regarding your understandings of gender, race, class, and sexuality. Ideally, the knowledge you gain about ideological value systems will help you better understand how your own ethical standards of interpersonal communication might be affected by your cultural upbringing.
- Students will develop a deeper perspective regarding race, class, gender, and culture. This course heavily emphasizes interconnecting identities resulting from cultural constructions of gender, sexuality, race, and class. The course also strives to help you better recognize and understand how intersectional oppressions, based upon combined biases such as sexism, racism, classism, and heterosexism impact different individuals and communities in different ways. Additionally, you will learn about people's differing world views and self-perceptions based upon their own gendered, raced, and classed identities.
- Students will develop a global point of view in this class, we will learn about and discuss cultural constructions and perceptions about gender and sexuality from cultures around the world. This emphasis on multiple, global cultures will help you strengthen your understanding of how gender roles are culturally constructed, and how globalization influences different cultures in different ways.

Grading

Grades will be determined from three exams and three online discussions. Your grades will come from the following:

Three Exams: 150 possible points

Three Online Discussions: 60 possible points

Film Response: 10 possible points

Class Participation: 10 possible points

Weekly Responses: 25 possible points

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer and is worth 50 points. Questions will test students on content from assigned readings and lectures. Each exam will correspond to one of the semester's three sections. There is no cumulative final. Exams will be conducted via WebCourses.

Total Points: 150

Three Online Discussions: We will have three online discussions throughout the semester, each worth 10 points. Each discussion will begin on a Monday and run through the following Sunday. Discussion topics broadly conform to topics from each section. A rubric will provide students with an outline of how they are graded. Complete details and instructor expectations will be posted at the beginning of each discussion. Online discussion run from 12am Saturday to 11:59pm the following Friday.

Total Points: 30

Film Response: Students will watch an online video, answer a series of prepared questions, and then take an online quiz based on the prepared questions. Refer to assignment for complete instructions and details.

Total Points: 10

Classroom Participation: Students will be graded on classroom participation by responding to a discussion question on 3x5 inch ruled note cards. This will occur on 12 different days during the semester. They will count for 2 points each, meaning students can miss up to two and still receive full credit. Students cannot make up classroom participation. The grading scale for classroom participation is as follows:

≥ 10 weeks = 100%	8 weeks = 90%	7 weeks = 80%
6 weeks = 70 %	5 weeks = 60% \leq	4 weeks = 50%

Total Points: 10

Weekly Responses: Students will answer a weekly response question(s) associated with the relevant video lecture. These will be posted on Monday and will be due by midnight on Friday. Grades will come from content, grammar, and spelling.

Total Points: 25

Total Possible Points: ~~200~~ 225

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. This is a syllabus quiz and serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit.

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 Online Discussion Policy

Online discussions cannot be made up as they require engagement with other students. As such, students who fail to participate will be allowed to turn in a 2-page essay discussing the online discussion 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.

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. Below are some pointers on what NOT to do.

Contacting the Instructor Concerning Your Grade(s)

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

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker? 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, 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 began undergraduate studies in my mid-20s. I have worked several non-academic jobs. I am also attracted to critical and radical perspectives.

Semester Calendar

SECTION I: GENDER

Week 1: Jan 6 – Jan 10

Topic: Course Intro

Readings: [Clarifying Terminology](#)

Assignments: [Syllabus Quiz](#)

Week 2: Jan 13 – Jan 17

Topic: Challenging Cultural Universals of Gender

Readings: GCP Chapters 1.1 and 1.2

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

Topic: Gender, Family, & Work

Readings: GCP Chapters 1.3 & 11.3

Week 4: Jan 27 – Jan 31

Topic: Gendered Material Culture

Readings: GCP Chapter 4.2

Assignments: [Online Discussion 1](#)

Week 5: Feb 3 – Feb 7

Topic: Complicating Gender

Readings: GCP Chapters 4.1 and 2.3

Week 6: Feb 10 – Feb 14

Topic: Gender at Home

Readings: GCP Chapters 10.2 and 10.3

Assignment: [Film Response](#) (*Southern Comfort*)

SECTION II: SEXUALITY

Week 7: Feb 17 – Feb 21

Topic: Gender, Sex, and Sexuality

Readings: GCP Chapters 3.1 and 3.2

[Exam 1: Covers weeks 1-6. Available 12:00am to 11:59pm February 21.](#)

Week 8: Feb 24 – Feb 28

Topic: Language and Performance

Readings: GCP Chapters 7.2 & 7.3

Week 9: Mar 2 – Mar 6

Topic: Growing up Gendered

Readings: GCP Chapters 6.2 and 6.3

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

Week 10: Mar 16 – Mar 20

Topic: Sexuality Online

Readings: GCP Chapter 9.3

Assignments: [Online Discussion 2](#)

SECTION III: POWER

Week 11: Mar 23 – Mar 27

Topic: Power, Agency, and Structure

Readings: GCP Chapters 2.1 and 2.2

[Exam 2: Covers weeks 6-10. Available 12:00am to 11:59pm March 27.](#)

Week 12: Mar 30 – Apr 3

Topic: Intersectionality

Readings: [PDFs on WebCourses](#)

Assignments: [Online Discussion 3](#)

Week 13: Apr 6 – Apr 10

Topic: Representation as Power

Read: GCP Chapters 5.1 and 5.2

Week 14: Apr 13 – Apr 17

Topic: Sex, Gender, and Online Culture

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

Week 15: Apr 20

Topic: Course Wrap-Up

Readings: None

Final Exam Period: Apr 21 – Apr 27

[Exam 3: Covers weeks 11-15. Available 12:00am April 23 to 11:59pm April 24.](#)

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

Non-Academic Services and Resources

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

Academic Integrity

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

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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule. Links to an external site.](#) UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/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.html[Links to an external site.](#).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>[Links to an external site.](#) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to <my.ucf.edu>[Links to an external site.](#) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Syllabus




ANT3302 - Sex, Gender and Culture

Dr. Amanda Groff

Syllabus

*****This course covers adult themes; including: human anatomy, sex, and sexual relationships. If you are not comfortable with these subject areas, I urge you to drop the class*****

Instructor Contact

Instructor	 Dr. Amanda Groff
Office	HPH 309
Office Hours	Contact at skype screenname: "profgroffucf" by appt. or in person Wednesdays 10am-12pm; 1-2pm Please make an appointment first!!
Phone	407 823 2227

Email	amanda.groff@ucf.edu
GTA Info	Lexie Brock: alexandria.brock@ucf.edu (mailto:alexandria.brock@ucf.edu) (office hours: Wednesdays 4-5pm) Dylan Smith: dylan.smith@ucf.edu (mailto:dylan.smith@ucf.edu) (office hours: TBA)

Course Information

Course Name	ANT 3302- Sex, Gender, and Culture
Credit Hours	3 Credit Hours
Prerequisites	Sophomore standing
Corequisites	None
Semester/Year	Spring 2020
Location	Fully Online

Course Description and Scope

This class is designed to familiarize students with arguments, theories, and information in the areas of sex and gender roles, gender identity and sexual stratification in human societies. The following subjects are explored: sexuality, considering how, why and to what degree culture channels sexuality, the nature of gender, the cultural construct of masculinity, femininity, sexuality, personhood, and the body cross-culturally. Additionally, the role of kinship, mythology, fairytales, and media in developing ideas about sexuality and gender ideals will be explored.

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

Course Topics and Lectures

- Intro to Anthropology and Culture
- What is Gender?
- Sex and Biology
- Effects of Sex
- Marriage, Sex, and Family

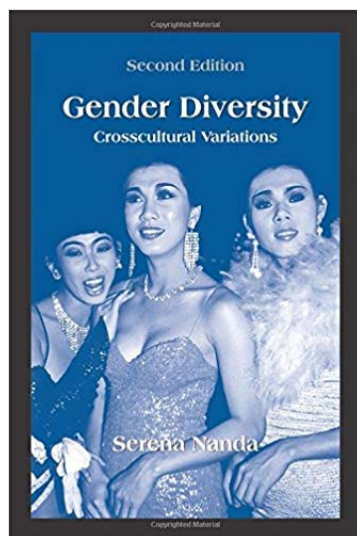
- Sex and Desire
- Gender and the Media
- Arts, Fairytales, Mythology, and Gender
- Sex and Gender in Ancient Cultures
- Prostitution
- Sex and Gender 1800-1940
- Sin, Shame, and Perversions
- Sex and Gender 1950's-Present
- Sex and Gender Around the World: Africa, Middle East, SE Asia, South America, Papua New Guinea
- Beauty: History and Modern
- Homosexuality, Transgenderism, and Transvestitism

Course Goals

The specific objectives for this course are to:

- To understand the historical development of gender and sexuality perspectives through the present
- To understand and be able to analyze the concepts of gender, beauty, and sexuality in the context of case studies from the United States, Africa, and Brazil, among others.
- To destabilize the dominant assumptions about gender and sexuality by broadening students' understandings of the diversity of genders and sexualities

Required Readings



- "Gender Diversity Crosscultural Variations" by Serena Nanda
- 2nd edition
- Publisher: Waveland Press
- ISBN: 978-1478611264

You will also be reading articles from the text book: *Constructing Sexualities: Readings in Sexuality, Gender* by Suzanne LaFont. Because this text book just went out of print, I have provided scans of the assigned readings in each module.

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. Adobe Flash may be necessary for some videos
4. Headphones (if working in a public space so that video clips may be watched)

Course Requirements

This course begins on January 6th, 2020 and ends on April 24, 2020. Your grade in this course will be based out of **490 total points**. There will be mini-quizzes at the end of each module worth a total of 75 points, assignments worth a total of 110 points, and 3 exams worth a total of 300 points. 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... **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. **All modules will close on their assigned dates at 11:59 PM in EASTERN STANDARD TIME (EST), regardless of their time zone (it is the student's responsibility to track the time change. 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.

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.

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.

I will not release graded quizzes with answers and questions after you complete your quiz. This is to prevent someone from printing out the questions and answers after they take a quiz and then providing them to someone else in the class before they take their quiz. If you have a problem with a quiz question, note the question number on your quiz and email me an explanation. I will discuss the question with you via email after the module closes.

Schedule

Module	# of Mini-Quiz or Exam Points	Assignment Points	Closing Date for Module
Getting Started	10	0	January 10
1	5	10	January 17
2	5	10	January 17
3	5	10	January 31
4	5	10	January 31
Exam 1	100	0	February 7
5	5	15	February 21
6	5	10	February 21
7	5	10	March 6
8	5	0	March 6
9	5	10	March 6
Exam 2	100	0	March 20
10	5	10	April 3
11	5	10	April 3
12	5	10	April 17
13	5	0	April 17
Final Exam	100	0	April 24
Total Points	375	115	

How do I get started??

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. The Getting Started Quiz is the only quiz in the class with multiple attempts. Take it as many times as you need in order to earn a full 10.

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

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

Video Lectures

Within each Module there is a link to a video lecture(s). When you click on the link the lecture will load and appear **WITHIN** webcourses. **You need to have speakers or headphones to listen!!** These video lectures provide a majority of the content for this class...so you must watch and take notes in order to pass the class. At the beginning of each Module there is a module outline that will describe the length and content of the lectures. Each video lecture ranges from 15 to 34 minutes in length, so plan accordingly. **You have the ability to PAUSE, STOP, REWIND and FAST FORWARD.** This provides you with the ability to come back to a lecture if needed.

My suggestion for the video lectures is to watch the video and take notes, then re-watch the lecture and write down any additional information I describe while lecturing. **[DON'T LOSE YOUR NOTES! THE LECTURES CLOSE WITH THE MODULE DEADLINES!!](#)** **If a student loses their notes, it is their responsibility to find someone in the class to get a copy of the notes. I, under no circumstances, will reopen modules or send copies of notes that have been misplaced.**

Why do they close? Accountability and scaffolded learning. If lectures are left accessible, the temptation to watch them later (which, believe me, will snowball) results in trying to watch them at the last minute before an exam.

Grading Scheme

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

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)

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 and below

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 or exam 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: Friday, April 24

First Assignment and Your Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Getting Started Quiz and Assignment by the end of the first week of classes, or as soon as possible after adding the course, but no later than **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 or video of your computer desktop which shows the error. Videos are preferred! 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 video lectures, articles you may have found online or sex and gender in general. 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/assets/FVProject.pdf), (<http://www.academicintegrity.org/ica/assets/FVProject.pdf>)

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

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

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



<https://youtu.be/NIKYajEx4pk>

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 Sex Gender and Culture

- 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.

- I expect you to progress in a timely manner through the course. You are permitted to work as fast as you like through the course; however, you are expected to meet deadlines
- 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.

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



Primatology

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

SYLLABUS AMENDMENT 2.0: MAR 18-end of spring term

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

The following changes to the ANT 3550C-0M01 Primatology Spring 2020 course are put in place **until the end of the semester**:

1) Class schedule and withdrawal:

- All classes are cancelled for MAR 16-17 as per UCF
- Course withdrawal date has been extended to MAR 27
- Face-to-face class time has been transitioned to fully online until the end of the semester

2) Course office hours:

- Office hours for Dr. Wheeler and the GTAs will be held online in Chat at the regularly scheduled time/day
- WebCourses Inbox is our official line of communication at this time
- Log into the course **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 as **AUDIO files in MP4 format** online through our WebCourses class modules

4) Due date changes for graded work:

- **QUIZ 7-9 submission** has been extended through 11:59pm ET on MAR 29
- **Exam 2** schedule extended for several more days, exam opens online Sunday, MAR 22 and will close at 11:59pm EST on Sunday, MAR 29
- **Lab 6** will be scanned and uploaded online to the Assignment page before APR 24
- 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 another syllabus amendment and announced in our WebCourses class.

Thank you,
Dr. Wheeler



Primatology

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

ANT3550C (0M01) Primatology Syllabus

Spring 2019 • 3.0 Credit Hours • Mixed-Mode and Lab

Thursday Lecture: Tuesdays 9-10:15am in HPA1 125;

Tuesday Labs in MSB 149! Lab 1: 9-10:15am; **Lab 2:** 10:30-11:45am; **Lab 3:** 12:00-1:15pm

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall 309F (Main Campus); 407-823-2227
Office Hours: Thursdays 10:30am-12:30pm and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Graduate Teaching Assistants (GTAs) Contact

GTA: Stephanie Fuehr and Brenna Raisor
Office Hours: TBA
Contact: Discussion Board or Inbox

University Catalogue Description

Study of species from the Order Primates, including their morphology, ecology, behavior, and geographic distribution. Prerequisite(s): One of the following; ANT 2511, BSC 2010C, or C.I.

Course Description

This course examines the natural history and behavior of the nonhuman living primates from evolutionary, ecological, and social perspectives. Topics to be covered include taxonomic diversity, geographic distribution, diet and ecology, functional anatomy, conservation, and aspects of social behavior of living primates. Fossil representatives of the order will also be discussed, and both paleontological and molecular evidence will be used to reconstruct the evolutionary history of primates. Monkey and ape social groupings, male and female interactions, mating patterns and dominance will be discussed with reference to habitat, diet and predation. Additional topics to be explored are primate communication, problem solving and intelligence, hunting, and 'cultural' behavior.

We will explore these various topics through readings from your textbook and readings, as well as through lectures, modules, films, and hands-on lab activities. You will be assessed through labs, exams and final group presentations. The syllabus may be modified, as determined by the instructor. All changes will be announced in class or on Webcourses.

Please Note: We are required to document your academic activity at the beginning of each course due to financial aid issues. In order to document that you began this course, you must complete the **Getting**

Started Required Activity by JAN 10. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Learning Outcomes

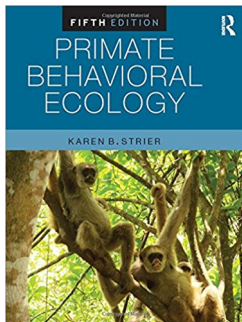
By the end of this course you will:

- Gain a greater understanding of what makes a primate a primate and how primates are classified
- Understand how primatologists conduct fieldwork and research primates in the wild and in captivity
- Identify and distinguish various primates based on their characteristics and behavioral patterns
- Examine the environments in which primates live and how their characteristics are adaptive in different circumstances
- Analyze the dangers to survival facing modern primates around the world and how this concern relates to human ecology and conservation

Required Text

This book is required for this course. I will be using the 5th edition but **you can use the 4th edition** if you can't afford the newest edition. The textbook is available for purchase in the UCF Bookstore and through various online vendors.

Any additional readings outside of your text will be provided electronically (pdf's) in the INTRODUCTION pages of the course modules.



Primate Behavioral Ecology, 5th edition

Author: Karen Strier

Publisher: Routledge

Year: 2017

ISBN: 978-1138954366 (paperback); there are many used copies of the 5th edition available online but you may also use the 4th edition!

I have also placed a copy of the book ON RESERVE IN THE LIBRARY FOR FREE!!

Grading Scale (+/- letter grades)

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

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

Student Evaluation

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

Assignment	Percent	Description
Labs (10)	35%	Hands-on and online activities, short writing responses and worksheets
Quizzes	10%	Module quizzes based on course materials, lowest two quiz scores dropped
Exams (3)	40%	True/false, multiple choice, fill-in-the-blank, primate identification, and short answer questions based on posted readings, videos, and lecture materials
Primate Infographic	15%	Primate infographic on an approved topic relating to primate research, conservation, or other related topic

Lab Assignments: To do well in this course, it is essential to keep up with the lab assignments. You *must* attend Thursday labs **when they are scheduled in MSB 149** as you will not be able to make-up the hands-on labs. **Labs 1-7 are scheduled in MSB 149, Labs 8-10 are completed online.** Please note that MSB 149 only fits 32 people so only attend the lab you signed up for. Labs will consist of hands-on and online activities, short writing responses, and worksheets. The labs will build on the lecture presented in class and will prepare you for the next lecture so it is important to attend and actively participate. Students may work with a lab partner/s in class to complete the lab activities and worksheets, however each student will turn in his/her *own original* work. Lab worksheets are due in class the following week unless otherwise noted. **NOTE:** If you forget to bring your lab worksheet on the due date, you have **one week** to turn in (in person, not electronically) the worksheet portion with a late penalty. After one week past the due date, I will not accept the lab worksheet and **you will receive a zero for the lab.** There will be **no make-ups** for hands-on lab activities. If you miss an in-person lab and you have an excused absence you will be given an alternate assignment (likely a short research paper) to complete. **We will not meet for labs on Exam days!** Lab assignments are worth 35% of your final grade.

Quizzes: There are **14 quizzes** in this course. Each module has an associated quiz based on all the materials presented in that module. Quizzes are online and are made up of true/false, multiple choice, and fill-in-the-blank questions. The lowest two quiz scores are dropped. Quizzes are worth 10% of your final grade.

Exams: There are **three exams** in this course. Exams are **online** and are made up of true/false, multiple choice, primate identification, short answer, and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (this means a doctor's note, proof of accident, family emergency, etc.). Once you begin an exam, **you must finish it!** You do not need to take the exam at a testing center. **Take it at home, take it in the library, take it in a coffee shop, take it anywhere, just take it!** The **exams are timed** so if you run over the allotted time, you will be cut off and you will not be able to make up the missed questions. **Important:** Exams close at midnight on the final available date, even if you are still taking it, so make sure you give yourself enough time to complete them (i.e., start taking them well before 10:00 pm on their respective due dates). Exams are worth 40% of your final grade. **The final exam (Exam 3) is online and is scheduled during Final's Week. The final exam is not cumulative.**

Primate Infographic: For this assignment, you will create an infographic on a primate-related topic. There are several different parts to this assignment that will build upon one another to help you produce a finished product. You will upload **your final assignment and provide** comments/feedback on **at least two** other student's assignments to earn full credit. More details on this assignment can be found by accessing the Primate Infographic Module. This Primate Infographic is worth 15% of your final grade.

Primate Field Trip: I will arrange several dates where we will visit the [Center for Great Apes](#) in Wauchula, FL. This will likely be on a Friday but I will schedule a few different times during the semester to visit as a class. The Center for Great Apes is a 2-hour drive from UCF, we can car pool to make it easier. These trips are **completely voluntary** and **your grade will not be affected** if you cannot attend. We will discuss this in more detail as the dates get closer.

Weekly Schedule

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> • Exams open 8am • Quizzes due by 11:59pm • Finish module readings 	<ul style="list-style-type: none"> • Finish up lab assignment from previous week • Read module materials 	<ul style="list-style-type: none"> • Attend Labs #1-7 in MSB 149; Labs #8-10 online 	<ul style="list-style-type: none"> • Watch any video or media in modules • Exams close by 11:59pm 	<ul style="list-style-type: none"> • Attend class for lecture • Start review of new module/pages 	<ul style="list-style-type: none"> • Work on lab assignments • Read module material • Review lecture notes 	<ul style="list-style-type: none"> • Dance

What About Make-Up Work?

Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

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

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

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Who Should Take This M- and C- Course?

Who doesn't love primates, right? I find that this course is evenly split among Anthropology, Biology and Psychology students. Many of you are likely taking this class because, well, primates. Others may be taking it because you need a lab course (the C- designation). Either way, primates are awesome and I guarantee you will enjoy this course, especially the hands-on part of it. Keep in mind this is a **mixed mode AND lab course**, so we will have **lecture, online modules AND hands-on and virtual labs** to complete!

The format of this course will consist of **Thursday lectures** followed by **Tuesday hands-on and online lab exercises** so you can learn the bones of the primate skeleton and understand standard primatological methods. All lectures will be in the assigned lecture room, all labs and some lecture will be in MSB 149. Bring a sweater, this room is chilly. **We will not meet for labs during exam weeks!**

You are responsible for **all** material presented in class, labs and on Webcourses. Links to videos, articles and other websites may be provided on Webcourses to supplement the material presented.

The UCF Mobile App!!

The UCF Webcourses mobile app has been greatly improved for your use. Having said that, I would not recommend using the Mobile App to complete any written work if possible and I would definitely not

use it to take any exam! BUT, it is great for checking on grades and announcements, and even listening to your audio lectures (if your class has them)! You should be logging into your 'M' courses a few times a week, and you should preferably be completing your assignments and exams on a laptop or desktop whenever possible!

Course Requirements

This course begins on **MONDAY, JANUARY 6** and ends on **MONDAY, APRIL 20, 2020**. The **Final Exam (Exam 3)** is available during Final's Week, **TUESDAY, APRIL 21 to SATURDAY, APRIL 25, 2020**. Over the course of this semester, you will be expected to:

- Attend all in-class lectures and participate in class discussions
- Review online module materials and assigned readings
- Attend all scheduled labs and complete the required assignments by their due dates
- Complete a primate infographic
- Complete three exams

Please note the due dates carefully. I **do not accept late assignments** unless there is a valid absence (see section on make-up work). You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted**. Second, if you email me or your TA using your Knights account, include **ANT3550 or Primates/Monkeys/Apes** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

Academic Responsibility

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

Academic integrity: Plagiarism and/or cheating of any kind on an examination, quiz, or assignment is not tolerated and will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. **Do not copy and paste from the course modules or the Internet to answer questions posted in your assignments or exams.** I will know. It will be bad for you. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any lab, assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class or lab, please do so quietly with the least amount of disruption as possible.

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

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture**, are respected. And hey, mummies have feelings too, so don't hurt them. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students on the Discussion boards, assignments or other areas of the lab or classroom, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

Campus Safety

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

Student Accessibility Services

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

Copyright

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There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

Third-Party Software and FERPA

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

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur (like a hurricane or zombie apocalypse, Planet of the Apes becomes realized). Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Webcourses. Due dates for assignments and exams can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	What is a Primate? Text <ul style="list-style-type: none">Strier KB. 2017. Introduction to Primate Studies (CH 1, pages 1-35). <i>Primate Behavioral Ecology</i>, 5th ed. Routledge. Additional Reading <ul style="list-style-type: none">Campbell et al. 2010. Behavioral Data Collection in Primate Field Studies (pages 358-367). In: <i>Primates in Perspective</i>. Oxford University Press.	Quiz 1 due JAN 19 LAB 1 due JAN 21
Module 2	Primate Taxonomy	Quiz 2 due JAN 26

	Text <ul style="list-style-type: none"> Strier KB. 2017. Traits, Trends, and Taxonomy (CH 2, pages 37-72). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	LAB 2 due JAN 28
Module 3	Primate Parts Additional Reading <ul style="list-style-type: none"> Camera Traps Catch Chimpanzee Moms Teaching Their Children. NPR story by Barbara King: https://www.npr.org/sections/13.7/2016/10/20/498578961/camera-traps-reveal-chimpanzee-moms-teaching-their-children A New View Into The Primate Birthing Process. NPR story by Barbara King: https://www.npr.org/sections/13.7/2017/02/02/512990553/a-new-view-into-the-primate-birthing-process Luft J and Altman J. 1998. Mother Baboon. In: <i>The Primate Anthology</i>. Prentice Hall. 	Quiz 3 due FEB 2 LAB 3 due JAN 30
Module 4	Primate Evolution Text <ul style="list-style-type: none"> Strier KB. 2017. Primates Past to Present (CH 3, pages 73-100). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	Quiz 4 due FEB 9 LAB 4 due FEB 11 Infographic TOPIC due FEB 23
Module 5	The Apes Additional Reading <ul style="list-style-type: none"> Stumpf RM. 2010. Chimpanzees and bonobos (pages 340-356). In: <i>Primates in Perspective</i>. Oxford University Press. Roach M. 2013. Almost human (pages 21-42). In: <i>Biological Anthropology</i>. National Geographic Learning. Raffaella P. 2007. Guerillas in the midst (pages 1-5). <i>Smithsonian</i> magazine, Oct 2007. Van Schaik C. 2010. Why are some animals so smart? (pages 55-59). In: <i>Annual Editions: Physical Anthropology 10/11</i>. McGraw Hill. 	Quiz 5 due FEB 16
EXAM 1 ONLINE SUNDAY FEB 16 to WEDNESDAY FEB 19, 2020		
Module 6	Primate Sociality Text <ul style="list-style-type: none"> Strier KB. 2017. Evolution and Social Behavior (CH 4, pages 101-141). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	Quiz 6 due MAR 1 LAB 5 due MAR 3
SPRING BREAK MAR 9 to 14, 2020		
Module 7	Evolution and Sex Text <ul style="list-style-type: none"> Strier KB. 2017. Evolution and Sex (CH 5, pages 143-182). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	Quiz 7 due MAR 15 LAB 6 due MAR 17
Module 8	Old World Monkeys and Tarsiers Additional Readings	Quiz 8 due MAR 22 Infographic DRAFT due MAR 29

	<ul style="list-style-type: none"> Southwick C and Siddiqi F. 1998. The Rhesus Monkey's Fall from Grace (pages 211-218). In: <i>The Primate Anthology</i>. Prentice Hall. Starin D. 1998. The Kindness of Strangers (pages 124-127). In: <i>The Primate Anthology</i>. Prentice Hall. 	
Module 9	<p>Food, Foraging and Females Text</p> <ul style="list-style-type: none"> Strier KB. 2017. Food, Foraging, and Females (CH 6, pages 183-214). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 9 due MAR 22 LAB 7 due MAR 26</p>
EXAM 2 ONLINE SUNDAY MAR 22 to WEDNESDAY MAR 25, 2020		
Module 10	<p>New World Monkeys Additional Readings</p> <ul style="list-style-type: none"> Ferrari SF. 1998. Diet for a Small Primate (pages 168-173). In: <i>The Primate Anthology</i>. Prentice Hall. Marcio Ayres J. 1998. Scarlet Faces of the Amazon (pages 161-167). In: <i>The Primate Anthology</i>. Prentice Hall. 	<p>Quiz 10 due APR 5 Infographic FINAL due APR 12</p>
Module 11	<p>Male and Female Strategies Text</p> <ul style="list-style-type: none"> Strier KB. 2017. Female Strategies (CH 7, pages 215-248) and Male Strategies (CH 8, pages 149-278). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 11 due APR 12 LAB 8 due APR 7</p>
Module 12	<p>Strepsirhines Additional Readings</p> <ul style="list-style-type: none"> Wright P. 1998. Lemurs Lost and Found (pages 219-223). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. Bearder S. 1998. Calls of the Wild (pages 230-234). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. Martin R and Bearder S. 1998. Radio Bush Baby (pages 205-210). In: <i>The Primate Anthology: Essays on Primate Behavior, Ecology, and Conservation from Natural History</i>. Prentice Hall. 	<p>Quiz 12 due APR 12 Infographic PEER REVIEW due APR 19</p>
Module 13	<p>Primate Communication and Cognition Text</p> <ul style="list-style-type: none"> Strier KB. 2017. Communication and Cognition (CH 10, pages 311-346). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 13 due APR 19 LAB 9 due APR 14</p>
Module 14	<p>Primate Conservation Text</p> <ul style="list-style-type: none"> Strier KB. 2017. Conservation (CH 12, pages 373-398). <i>Primate Behavioral Ecology, 5th ed.</i> Routledge. 	<p>Quiz 14 due APR 19 LAB 10 due APR 21</p>
EXAM 3 ONLINE TUESDAY APR 21 to SATURDAY APR 25, 2020		

Course Schedule

Language and Culture

SPRING 2020

Course Schedule

Week	Topics/Readings	Assignment
1	<p>Read</p> <ul style="list-style-type: none">• Ahearn Ch. 1• Module Content	<ul style="list-style-type: none">• Introduction discussion post - Financial Aid Requirement• Quiz 1 opens Fri 1/10 and closes Sun 1/12
2	<p>Read</p> <ul style="list-style-type: none">• Ahearn Ch. 2 and 3• Module Content	<p>Discussion 1</p> <ul style="list-style-type: none">• Post by Fri 1/17• Reply by Tue 1/21 <p>Note: reply due date exception since Mon</p>

		1/20 is holiday. Reply always due on a Monday
3	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 4 • Module content 	<p>Quiz 2</p> <ul style="list-style-type: none"> • Quiz 2 opens Fri 1/24 and closes Sun 1/26
4	<p>Read Ethnography Book</p> <p>Davis - Introduction, Ch. 1-2</p>	<p>Discussion 2</p> <ul style="list-style-type: none"> • Post by Fri 1/31 • Reply by Mon 2/3
5	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 5 • Module content • Ahearn, "Literary, Power and Agency: Love Letters and Developmental in Nepal" 	<p>Quiz 3</p> <ul style="list-style-type: none"> • Quiz 3 opens Fri 2/7 and closes Sun 2/9
6	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 6 • Module content • Bourgois, "Poverty at Work: Employment and the Crack Alternative" • Meyerhoff, "Sorry in the Pacific" 	<p>Discussion 3</p> <ul style="list-style-type: none"> • Post by Fri 2/14 • No Reply Due

7	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 7 • Module content • Dreifus, Claudia. "The bilingual advantage." 	<p>Discussion 4 - THREE PARTS</p> <ul style="list-style-type: none"> • Part 1 post by Fri 2/21 • Part 2 reply - Sun 2/20 • Part 3 reply by Mon 2/24
	<p>MIDTERM</p>	<ul style="list-style-type: none"> • Midterm opens Thu 2/20 at 12am and closes Sun 2/23 at 11:59pm
8	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 8 • Module content • Baquedano-Lopez, "Literacy practices across learning contexts." • Baron, "Instant Messaging and the Future of Language" 	<p>Quiz 4</p> <ul style="list-style-type: none"> • Opens Fri 2/28 and Closes Sun 3/1
9	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 9 • Module content • Farnell, "Dynamic embodiment in Assiniboine (Nakota) Storytelling" 	<p>Quiz 5</p> <ul style="list-style-type: none"> • Opens Fri 3/6 • Closes Sun 3/8
10	<p>Spring Break 3/9-15</p>	<p>Enjoy!</p>

11	<p>Read Ethnography Book</p> <p>Davis - Chapters 3, 4 and 5</p>	<ul style="list-style-type: none"> ● Book Review Assignment <ul style="list-style-type: none"> ○ Part 1 - due Mon 3/16 at 12noon ○ Part 2 - due Wed 3/18 at 12noon
12	<p>Read</p> <ul style="list-style-type: none"> ● Ahearn Ch. 10 ● Module content ● Cameron, "The Myth of Mars and Venus" ● Kulick, "Anger, gender, and Language shift" 	<p>Discussion 5</p> <ul style="list-style-type: none"> ● Post by Mon 3/30 ● Reply by Fri 4/3
13	<p>Read</p> <ul style="list-style-type: none"> ● Ahearn Ch. 11 ● Module content ● Urcioli, "The political topography of English" 	<p>Quiz 6 (Chapters 10 and 11)</p> <ul style="list-style-type: none"> ● Opens Fri 4/3 ● Closes Mon 4/13
14	<p>Read</p> <ul style="list-style-type: none"> ● Ahearn Ch. 13 ● Module content 	

	<ul style="list-style-type: none"> • Module content 	
15	<p>Read</p> <ul style="list-style-type: none"> • Ahearn Ch. 12 • Module content 	<p>Agency, Power and Identity Short Essay</p> <ul style="list-style-type: none"> • Post by Sun 4/19 • No Reply Due
16	<p>Watch videos: Linguists</p>	<p>Lyrics and Social Change Paper</p> <ul style="list-style-type: none"> • New Due Wed 4/22
	<p>FINAL EXAM</p>	<p>Opens Fri 4/24</p> <p>Closes Mon 4/27</p>

Course Syllabus

Professor Contact

Instructor Dr. Nessette Falu

Office online

Office Hours M&W 2:30-3:30pm online only by appointment via Zoom

Phone 407-823-3991

E-mail nessette.falu@ucf.edu

Course Information

Course Name Language and Culture

Course ID & Section ANT 3610

Credit Hours 3

Meeting Times online

Semester/Year Spring 2020

Location online

Teaching Assistant: Ms. Rachael Root

You may contact her via Inbox in Webcourses only.

Also, you should contact me primarily via Inbox Webcourses.

Prerequisite: PR: Sophomore standing.

Special Notice: The course has moved to fully

online mode for the remainder of the semester for COVID 19 safety precautions as per the university. Take note of the changes to the course in the syllabi in addition to the message from your professor in your inbox.

Course Description

Language is part of our everyday lives. Having a linguistic approach to understanding language is one way to study it. In this course, you will learn understand language as a broad and complex category of culture and social aspects of people's lives.

The main goal of this course is to provide you with a basic understanding of various anthropological approaches to the study of language. You will learn how language both reflects and shapes thought, culture, and power. The course will explore the study of language in a variety of ways that include theory, methods, histories, and ethnographic approaches to linguistic anthropology. Linguistic anthropology, one of four main subfields of the discipline of anthropology, is a social science. As a social science, you will engage in readings, discussions, and assignments that examine and explore the role of language within culture and society. This course will explore films, cultural productions, social media, politics, global and local contexts, and much more.

Course Objectives

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

Required Texts

- Ahearn, Laura. 2017. *Living Language*. Wiley-Blackwell. Second Edition. ISBN 9781119060604
 - *NOTE: This textbook is also an e-book via UCF Library!!!*
- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance* ISBN-13: 978-0816537686.
 - *NOTE: This textbook is also an e-book via UCF Library!!!*

Supplemental Texts

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

Course Requirements

Quizzes: 6 in total based upon material for that week. 15 points each quiz. No quiz make ups without medical documentation or discussion with professor.

Discussion Posts: 5 in total. Students are required to post a response for a discussion post and reply by due date. 30 points each discussion post (First post: 20 points; reply to another student post: 10 points). For the remainder of the semester, check changes in description for Discussion post 5 - the last discussion post for the semester.

Short reflection paper: 50 points. In place of Discussion 6 and last final paper, this short paper of 400-500 words will be based on Ahearn's chapter on Agency and Power and reflection on your identity.

Book Review Assignment Posts: Students will be required to write brief responses (150-200 words) to 4 questions (Part 1: 2 questions and Part II: 2 questions). Each review will be posted before class during designated week - two parts. 25 points for each question (Total 100 points).

Lyrics and Social Change Paper 100 points: Students will write a short paper (750-800 words) interpreting the lyrics of a song of your choosing from any genre or period. Lyrics must speak and represent social change and social issues.

Midterm 76 points: Multiple choice, True/False and short answer questions based on Ahearn chapters and all other readings covered Weeks 1-7.

Final Exam 63 points: Multiple choice, True/False and short answer questions based on Ahearn chapters and other readings covered second half of the term - Weeks 8-16.

Film will be screened in class.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for discussion and other assignments (book review and papers) so you have to stay on top. Communication is key. Send me a message via Canvas if you have any challenges to completing any of the work this remainder of semester.

Evaluation and Grading

<i>Quizzes</i> 6	<i>90 points</i>
<i>Discussion Posts</i> 5	<i>150 points</i>
<i>Book Review Assignment</i>	<i>100 points</i>
<i>Lyrics Paper</i>	<i>100 points</i>
<i>Agency, Power and Identity Short Essay</i>	<i>50 points</i>

Midterm

76 points

Final Exam

63 points

Your grade will be based on the following scale:

Percentage	Grade
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94-100	A
--------	---

89-93	A-
-------	----

85-88	B+
-------	----

82-84	B
-------	---

79-81	B-
-------	----

73-78	C+
-------	----

68-72	C
-------	---

64-67	C-
-------	----

60-63	D
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59 and below	F
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Syllabus Spring 2020

Revision to account for going online:

We have already moved to online exams, we have assignments that are submitted online so the only change to the class is how material is presented without in person lectures. Your instructor will submit material in the weeks module on either the articles in the text, or the supplements texts. That material will also be covered in the exams. So if you have questions regarding the articles, texts or online material you need to ask them by e mailing your instructor. e mail is now the question you would have asked in class.

Ant 4034 History and Theory of Anthropology Spring 2020

Monday, Wednesday, 2:30 - 3: 20 BA1 0122 and online (this is an M class)

Instructor: Vance Geiger, PhD

Office: Howard Philipps Hall 311C

Office Hours Monday, Wednesday - 12 - 2; 3:30 - 4:00

Phone: 407-823-2227

E mail: vance.geiger@ucf.edu

TA Chelsea Dawes

Credit Hours: 3

Prerequisite(s): [ANT 2410Links to an external site.](#) or C.I. Corequisite(s): None.

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

Catalogue description: The exploration of the intellectual foundations of modern anthropology.

Course Description: This course will trace the rise of anthropology and its various major theoretical schools. Anthropology is the discipline that attempts to take a natural historical approach to the study of human beings and consequently, addresses the issue of what are the similarities and differences (in biology and behavior) among members of the species Homo sapiens. The history of anthropology is largely the history of different approaches to this question. The theoretical schools that have arisen represent these different approaches. Theories, and theoretical approaches are important because they guide the formation of hypotheses, the focus on certain kinds of data to the exclusion of other data, and hence methods for doing research. The approach this class will take is to focus on four basic theoretical issues that have arisen and still persist to this day in anthropology. These four basic issues are:

1. nature versus nurture
2. individual versus groups
3. ideational versus materialistic
4. deterministic versus contingent theories

We will see throughout the course how various anthropologists have been led to choose which of side of the dichotomies they consider best explains the big question that anthropology addresses.

Text

Anthropological Theory: An Introductory History by McGee and Warms - available online (week 1 as a pdf)

Laughter Out Of Place by Goldsmith

The Immortal Life of Henrietta Lacks by Skloot

Grading

There will be two exams each worth 100 points = 200 points

There will be 10 assignments worth 10 points each = 100 points

There will be two 5 page papers each worth 50 points = 100 points

Total 400 points

Grading Scale: 90 - 100 = A, 80-90 = B, 70-80 = C, 60-70 = D, Below 60 = F

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 Conduct](#)Links to an external site. for further action. See the [UCF Golden Rule](#)Links to an external site. for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others

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- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing

the online version at http://emergency.ucf.edu/emergency_guide.html[Links to an external site.](#)

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



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

) 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

Week 1: Jan 6: Introduction and The Purpose of Theory

Assignment 1 due 1/13 11 59 pm

Week 2: Jan 13: Setting the Stage: Early attempts to explain the differences with biology.

Readings: Haller and Gould

Assignment 2 due 1/21 11 59 pm

Week 3: Jan 20: Nineteenth Century Evolutionism
Reading: Intro, spencer, typor, morgan, marx engels.

Assignment 3 due 1/27 11 59 pm

Week 4: Jan 27: Foundations of Sociological Thought
Reading: Intro, durkheim 1 and 2, weber

Week 5: Feb 3: Historical Particularism
Reading: Intro, boas, kroeber

Assignment 4 due 1/10 11 59 pm

Week 6: Feb 10: Functionalism
Reading; Intro, malinowski, redcliffe-brown, gluckman

Paper 1 Due:

Week 7: Feb 17: Culture and Personality
Reading: benedict, mead

Week 8: Feb 24: Return of Evolutionary Theories
Reading: white, steward

Assignment 5 due Mar 2 11 59 pm

Exam 1 2/29 8 am - 3/2 11 59 pm

Week 9: Mar 2: Neomaterialism: ecological, functionalist, marxist
Reading: fried, Harris, Rappaport, Wolf, Fried

Assignment 6 due 3/16 11 59 pm

Spring break Mar 9-14

Week 10: Mar 16: Structuralism and cognitive anthropology
Reading: Intro, Strauss, Tyler, Dubisch, Ortner

Assignment 7 due 3/23 11 59 pm

Week 11: Mar 23: The Immortal Life of Henrietta Lacks
Reading: The Immortal Life of Henrietta Lacks

Week 12: Mar 30: Laughter Out Of Place
Reading: Laughter Out of Place

Week 13: April 6: Gender and Anthropology, Symbolic Anthropology
Reading: Slocum, Leacock, Turner, Geertz

Assignment 8 and 9 due 4/13 11 59 pm

Week 14: April 13: Postmodernism, Globalization
Reading: D'Andrade, Ong, Appadurai


Assignment 10 due 4/20 11 59 pm

Week 15: Apr 20 (Last Day of Class) Summing Up: Paper 2 Due

Final Exam - Exam 2 - 4/21 8 am - 4/22 11 59 pm

Course Syllabus

[Jump to Today](#)
 Edit



ANT4115C: Archaeological Method and Theory

Spring 2020

Business Administration 1, Room 121

Wednesdays: 2:30 - 4:20pm

Online: 24-7

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 1:00-3:00pm Tuesday, 10:30-12:30 Wednesday, or by appointment; HPH309

Course TA: Karla Cardona

Course-Related Email: Webcourses Email Client

Secondary Email: Karla.Cardona@ucf.edu

Office Hours: 12 PM - 2 PM Wednesday, HPH101

Course changes as a result of online instruction, Spring Semester 2020:

1. There will be no attendance requirement. Students will receive the attendance points for the rest of the semester even if they are unable to virtually attend class through Zoom.
2. Assignment deadlines have changed: please visit the [Assignments](#) page and note upcoming assignments.
3. The late policy and final project deadline **has not been changed**.
3. The order of course content has changed: we will now complete Modules 9 (week of March 16) and 11 (week of March 23). Module 10 (week of March 30) and Module 8 (week of April 6). The final review for the course will be online the week of April 13 during regular class time. The module names have not changed, but they are now ordered as they should be completed in the [Modules](#) section of the course.
4. Karla and Dr. Barber will be available to consult with students during assigned class time, Wednesdays from 2:30-4:20 via Zoom. A Zoom invitation will be sent to all students for these dates. If you have connectivity issues or cannot attend during that time, please contact the professor or TA for a virtual appointment.
5. All office hours will be by appointment. Please contact the TA or Dr. Barber to set up a meeting time.
6. The final exam will be open 48 hours prior to our original exam date (April 20, 3:50pm) and will close at the end of our exam date (April 22, 3:50pm). The **exam is closed book**, you will have 2 hours and 50 minutes to take the exam, and it will be proctored using the ProctorHub feature in Webcourses. If you have questions about this system, please visit the [UCF CDL site on ProctorHub](https://cdl.ucf.edu/support/webcourses/guides/proctorhub-faq-students/) (<https://cdl.ucf.edu/support/webcourses/guides/proctorhub-faq-students/>) for students. Note that **you must have a functioning Webcam for ProctorHub**. If you do not, please contact Dr. Barber or the course TA immediately!

Public Description of the Course

This course is a three-credit-hour lab class that represents a survey of archaeological field and laboratory techniques, including the interpretation of written archaeological reports. Prerequisite: ANT2140.

Introduction

Focusing as it does specifically on material culture, archaeology provides a unique perspective on the human past. Archaeologists have developed a wide range of theories and methods that enable them to draw conclusions about past human societies. Because of archaeology's distinctive approach to the past, however, these theories and methods often differ considerably from those employed by other anthropologists and other social scientists. In this course, we will consider the archaeological research process from the development of a research question to data collection to the publication of results. Students will have the opportunity to try their hand at some field and laboratory methodologies and will also critically examine the previous work of other archaeologists.

Objectives

This course has five goals. By the end of the semester, students should be able to: 1) understand how theory informs archaeological research; 2) become familiar with archaeological data; 3) apply basic research methodologies; 4) to draw conclusions about the past based on archaeological data; and 5) identify and evaluate an archaeological study's theoretical position, research design, and methodology.

Required Course Materials

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Carver, Martin

2009 [Archaeological Investigation](https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?encoding=UTF8&me=) [\(https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?encoding=UTF8&me=\)](https://www.amazon.com/Archaeological-Investigation-Martin-Carver/dp/0415489199/ref=mt_paperback?encoding=UTF8&me=). New York, Routledge.

Resources

- Society for American Archaeology: [saa.org](http://www.saa.org/) [\(http://www.saa.org/\)](http://www.saa.org/)
- Register of Professional Archaeologists: rpanet.org [\(https://rpanet.org/\)](https://rpanet.org/)
- American Anthropological Association: [americananthro.org](http://www.americananthro.org/) [\(http://www.americananthro.org/\)](http://www.americananthro.org/)
- Archaeological Institute of America: [archaeological.org](http://www.archaeological.org/) [\(http://www.archaeological.org/\)](http://www.archaeological.org/)
- The Archaeology Channel (archaeology streaming video/audio): [archaeologychannel.org](http://www.archaeologychannel.org/) [\(http://www.archaeologychannel.org/\)](http://www.archaeologychannel.org/)
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): <http://www.americanarchaeology.com/aawelcome.html> [\(http://www.americanarchaeology.com/aawelcome.html\)](http://www.americanarchaeology.com/aawelcome.html)
- Shovel Bums (a site to find jobs in archaeology): [shovelbums.org](http://www.shovelbums.org/) [\(http://www.shovelbums.org/\)](http://www.shovelbums.org/)

Evaluation

Your grade in this course will be derived from two examinations, a written analysis of a published archaeological research project, and weekly projects. Your grade will be calculated as follows:

Grade Category	Description of Requirement	Weight Toward Final Grade	Point Value
Quiz	Getting Started Module 100% score required to open Module 1 Due January 10, at 11:59pm	1	10
Midterm	Based on first 1/2 of class February 19, in class	12	120
Final Exam	Cumulative April 22, 1 - 3:50pm, in class	20	200
Attendance	Attendance is required on days when we are doing fieldwork, lab work, and in-class activities. The pertinent days are indicated on the course schedule and in Assignments .	9	90
Weekly Assignments	8 assignments associated with the on-line modules or in-class (values vary). Due dates vary, but usually Fridays at 11:59pm, see schedule .	38	380
Research	5-7 page written critique of an archaeological research project. Details will be provided in-class. Most	20	200

Project Analysis	associated assignments will be due on Sundays at 11:59pm.		
	Final draft due April 19 at 11:59pm		
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 12, you'll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:


Letter Grade Percentage

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Policies

Contacting Dr. Barber	<p>In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.</p> <p>Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.</p>
Webcourses@UCF	<p>This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, Webcourses@UCF (mailto:Webcourses@UCF).</p> <p>Please think of the on-line component as a replacement for Monday's class, this means you are expected to look at the module before you come to class. Note in the schedule where in-class activities are planned. These may take place outside the Business Administration 1 Building or the UCF Arboretum.</p> <p>You are expected to complete assignments on-time regardless of technological difficulties.</p>
Accessing On-line Course Content	<p>Online course content is delivered through modules. To open Module 1, you must first complete the "Getting Started" Module and receive 100% on the 10-point Getting Started quiz.</p> <p>Each week's module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!</p>
Quizzes and Examinations	<p>Because there is no way to proctor an on-line quiz, all on-line quizzes for this course are open-book.</p> <p>There will also be two examinations in class. Please bring a #2 pencil and a brown scantron for each exam.</p>
Grading and evaluation	<p><u>All assignments are due at 11:59 pm on their due date.</u></p> <p>Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation"</p>

	<p>section of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester.</p> <p>Grades will be posted on-line and available to you through the "My Grades" link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade shown there may not be accurate because things like extra credit mess up grade averages.</p>
Attendance	<p>Attendance is waived for March 18 and 25 of 2020. All students will be granted points for being present. There is an attendance requirement for this course, so your grade will suffer if you do not come to class. Attendance will be counted on days when we have specific, graded in-class activities. See the course schedule.</p>
Participation, Diversity, and Inclusion	<p>Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. I (and UCF as an institution) expect every member of this class, as part of the university community, to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.</p> <p>Being wrong is fine. Disagreeing on something is fine. Being impolite or disrespectful is not.</p> <p>Like many field sciences, the profession of archaeology is rife with examples of sexual misconduct and discrimination. It is very important to me that those problems not be replicated in my classroom. So be aware that Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu (http://www.shield.ucf.edu/), and http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/).</p> <p>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 me as soon as possible and/or contact Student Accessibility Services.</p>
Deadlines and Make-ups	<p>If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. Assignments will not be accepted beyond five days after the deadline.</p> <p>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.</p> <p>Students must notify their instructor in advance if they intend to miss class for a religious observance.</p> <p>That said, I am not completely evil. If you have an issue, email me before the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline.</p>
Academic integrity	<p>UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. 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). Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> < http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) >.</p> <p>When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/ (http://z.ucf.edu/).</p>

	I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Special Needs	It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. 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/ < http://sas.sdes.ucf.edu/ > (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Campus Safety Statement	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF <http://www.ehs.ucf.edu/AEDLocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu <https://my.ucf.edu/> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (< You CAN Survive an Active Shooter <https://youtu.be/NIKYajEx4pk>).  https://youtu.be/NIKYajEx4pk>).
Active Duty Military Personnel	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.

Schedule of Topics and Readings











Please note that this schedule is tentative and can be changed at the discretion of the professor.

Class Date:	Topic:	Learning Module:	Assignments Due at 11:59 pm on:

Do this first	Getting Started Module	Getting Started	Jan 10 100% score on quiz required to open Module 1
Jan 8	Course Introduction	Module 1: History of Americanist Archaeology	None
Jan 15	Archaeological interpretation. Group assignment. Attendance taken	Module 2: Archaeological interpretation	
Jan 22	What is archaeological theory, and why do we care?	Module 3: Developing a research question	Jan 24: Archaeological interpretation assignment due
Jan 29	Reading, using, and making maps. Class will meet in the courtyard between BA1 and BA2. Attendance taken	Module 4: From idea to project: Background	January 31: Research question assignment due (15 points)
Feb 5	Survey. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 5: Survey	Feb 5/6: Mapping Segments 1 and 2 due Feb 9: Research report choice due Feb 12: Mapping Segment 3 due
Feb 12	Review. Class will meet in BA1-121	Review	Feb 14: Mapping Segment 4 due
Feb 19	First exam in class, February 19	Exam	
Feb 26	Sampling and Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 6: Excavation	February 28: Survey assignment due
March 4	Excavation. Class will meet at the Morgridge International Reading Center and walk to the Arboretum behind the President's house. Attendance taken	Module 7: Site Formation Processes and Preservation	March 8: Abstract and bibliography due
March 11 	Woo-Hoo Spring Break! (https://secure.flickr.com/photos/38389748@N00/4538420291)	Spring Break	

March 18	Dating techniques. Open hours during class time via Zoom. Attendance not mandatory.	Module 9: Dating techniques	March 22: Plagiarism/Citation Module Quizzes due
March 25	Ethics In-class assignment. Open hours during class time via Zoom. Group work will be assigned. Attendance not mandatory	Module 11: Curation, Public Education, Ethics	March 27: Dating techniques assignment due
April 1	Ceramic Analysis. Open hours during class time via Zoom. Attendance not mandatory.	Module 10: In the lab	April 3: Ethics assignment due
April 8	Stratigraphy. Open hours during class time via Zoom. Attendance taken	Module 8: Stratigraphy	April 10: Ceramic analysis assignment due
April 15	Course summary and review		April 16: Stratigraphy assignment due April 19: Research Project Analysis due
April 22	Final Exam April 22 from 1:00 - 3:50 pm	Exam	Exam

Course Summary:

Date	Details	
Fri Jan 10, 2020	 Getting Started Quiz (https://webcourses.ucf.edu/courses/1347186/assignments/6462669)	due by 11:59pm
Sun Jan 12, 2020	 Syllabus EC (https://webcourses.ucf.edu/courses/1347186/assignments/6462777)	due by 11:59pm
Wed Jan 15, 2020	 Attendance January 15 (https://webcourses.ucf.edu/courses/1347186/assignments/6462721)	due by 2:30pm
Fri Jan 24, 2020	 Archaeological Interpretation Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462713)	due by 11:59pm
Wed Jan 29, 2020	 Attendance January 29 (https://webcourses.ucf.edu/courses/1347186/assignments/6462723)	due by 2:30pm
Fri Jan 31, 2020	 Research Questions Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462752)	due by 11:59pm
Wed Feb 5, 2020	 Attendance February 5 (https://webcourses.ucf.edu/courses/1347186/assignments/6462719)	due by 2:30pm
	 Mapping Assignment-Segment 1 (https://webcourses.ucf.edu/courses/1347186/assignments/6462746)	due by 11:59pm
Thu Feb 6, 2020	 Mapping Assignment-Segment 2:Map Upload/Download (https://webcourses.ucf.edu/courses/1347186/assignments/6462679)	due by 11:59pm
Sun Feb 9, 2020	 Research Report Choice (https://webcourses.ucf.edu/courses/1347186/assignments/6462771)	due by 11:59pm

Date	Details	
Wed Feb 12, 2020	 Mapping Assignment-Segment 3:Comments (https://webcourses.ucf.edu/courses/1347186/assignments/6462676)	due by 11:59pm
Fri Feb 14, 2020	 Mapping Assignment-Segment 4 (https://webcourses.ucf.edu/courses/1347186/assignments/6462747)	due by 11:59pm
Wed Feb 19, 2020	 Midterm (https://webcourses.ucf.edu/courses/1347186/assignments/6462749)	due by 2:30pm
Wed Feb 26, 2020	 Attendance February 26 (https://webcourses.ucf.edu/courses/1347186/assignments/6472588)	due by 2:30pm
Fri Feb 28, 2020	 Survey Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462775)	due by 11:59pm
Wed Mar 4, 2020	 Attendance March 4 (https://webcourses.ucf.edu/courses/1347186/assignments/6462728)	due by 2:30pm
Sun Mar 8, 2020	 Research Report Abstract and Bibliography (https://webcourses.ucf.edu/courses/1347186/assignments/6462753)	due by 11:59pm
Mon Mar 9, 2020	 AIA EC (https://webcourses.ucf.edu/courses/1347186/assignments/6462693)	due by 11:59pm
Wed Mar 18, 2020	 ANT4115C-20Spring 0M01 (https://webcourses.ucf.edu/calendar?event_id=1832955&include_contexts=course_1347186)	2:30pm to 4:30pm
	 Attendance March 18 (https://webcourses.ucf.edu/courses/1347186/assignments/6462724)	due by 2:30pm
Thu Mar 19, 2020	 Attendance March 28 (https://webcourses.ucf.edu/courses/1347186/assignments/6462726)	due by 1:30pm
Sun Mar 22, 2020	 APA Citation Style (https://webcourses.ucf.edu/courses/1347186/assignments/6462711)	due by 11:59pm
	 Avoiding Plagiarism (https://webcourses.ucf.edu/courses/1347186/assignments/6462730)	due by 11:59pm
Wed Mar 25, 2020	 Attendance March 25 (https://webcourses.ucf.edu/courses/1347186/assignments/6462717)	due by 11:59pm
Fri Mar 27, 2020	 Dating Techniques Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462736)	due by 11:59pm
Wed Apr 1, 2020	 Attendance April 1 (https://webcourses.ucf.edu/courses/1347186/assignments/6462715)	due by 11:59pm
Fri Apr 3, 2020	 Ethics In-Class Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462738)	due by 1:15pm
Fri Apr 10, 2020	 Stratigraphy Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462772)	due by 11:59pm
Thu Apr 16, 2020	 Ceramics Assignment (https://webcourses.ucf.edu/courses/1347186/assignments/6462734)	due by 11:59am
Sun Apr 19, 2020	 Final Project (https://webcourses.ucf.edu/courses/1347186/assignments/6462744)	due by 11:59pm
Wed Apr 22, 2020	 Final Exam (https://webcourses.ucf.edu/courses/1347186/assignments/6462742)	due by 1pm
	 Backfill Extra Credit (https://webcourses.ucf.edu/courses/1347186/assignments/6462732)	
	 Roll Call Attendance (https://webcourses.ucf.edu/courses/1347186/assignments/6521785)	



Archaeological Sciences

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

SYLLABUS AMENDMENT 2.0: MAR 18 until the end of the term

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

The following changes to the ANT 4183-0001 Archaeological Sciences Spring 2020 course are put in place **until further notice**:

1) Class schedule and withdrawal:

- All classes are cancelled for MAR 16-17 as per UCF
- Course withdrawal date has been extended to MAR 27
- Face-to-face class time has been transitioned to fully online until MAR 27 until further notice by UCF

2) Course office hours:

- Office hours for Dr. Wheeler and the GTAs will be held online in Chat at the regularly scheduled time/day
- WebCourses Inbox is our official line of communication at this time
- Log into the course **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 as **AUDIO files in MP4 format** online through our WebCourses class modules

4) Due date changes for graded work:

- **QUIZ 6 and 7 submission** has been extended through 11:59pm ET on MAR 28
- **Exam 2** schedule remains the same, exam opens online Thursday, MAR 26 and closes at 11:59pm EST on Saturday, MAR 28
- 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. Wheeler



Archaeological Sciences

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

ANT4183 (0001) Archaeological Sciences Syllabus

Spring 2019 • 3 credit hours

Tuesdays and Thursdays 3:00-4:15pm • ENG2 102

Professor Contact

Professor: Dr. Sandra Wheeler
Office: Howard Phillips Hall 309F (Main Campus)
Office Hours: Wednesdays 9-11am and by appointment
Contact: Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Graduate Teaching Assistants (GTAs) Contact

GTA: Stephanie Fuehr and Brenna Raisor
Office Hours: TBA
Contact: Discussions or Inbox

University Course Catalogue Description

Methods and instrumentation routinely used in archaeology and forensic archaeology as applied to crime scenes. Prerequisite(s): One of the following; ANT 2511, ANT 2140, CHS 3501, any 4000 level Criminal Justice course, or C.I.

Course Description

This is an interdisciplinary course that discusses a variety of topics relevant to law enforcement and Forensic Archaeology. This course will use examples from a number of disciplines such as Criminal Justice, Forensic Science, Forensic Anthropology, and Archaeology. Examples presented in this course will be of particular interest to students who, in the future, may work with materials recovered from forensic or field archaeology contexts. Please be aware that this is an advanced course. You are expected to keep up with the course materials and readings.

Archaeologists extensively 'borrow' methods used in the natural sciences when working with material remains. Throughout the course we will evaluate the many ways that archaeological science contributes to our knowledge about forensic, historic, and ancient material remains. First, we will discuss the latest techniques and instrumentation used to locate sites, identify areas for excavation and methods of recovery. We will then look at the burial environment and the changes that take place in organic and inorganic materials over time. The remainder of the course will emphasize the instrumentation and analytical techniques needed to extract information embedded in archaeological and forensic evidence.

We will explore these various topics through assigned readings as well as through lectures and films. You will be assessed through quizzes, Case Study responses, and exams. The syllabus may be modified, as determined by your professor. All changes will be announced in class or on Webcourses.

Learning Outcomes

By the end of this course you will:

- Explain how forensic anthropology and forensic archaeology methods are applied to crimes scenes, mass disasters, and mass graves.
- Identify how various methods and instrumentation used in natural sciences intersect with materials science in archaeology.
- Understand the basic field methods for locating and identifying sites for excavation and recovery.
- Examine how methods and instrumentation are routinely used in archaeological prospection and kinds of materials that may be located.
- Use case studies to learn how data produced with these scientific techniques can address major research questions in forensic and field archaeology.

Required Texts

There are **no required texts for this course**. I will provide you weekly readings electronically on Webcourses. Woo!

Grading Scale (+/- letter grades)

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

Important Things About Your Grade!

This course is a requirement for Criminal Justice certificates. Many programs require you to earn a "C" or better for this course to count towards your degree! Lucky for you, I don't assign C-!

Student Evaluation

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

Assignment	Percent	Description
Case Study Responses	20%	Complete 10 of 12 responses to case studies in forensic anthropology, archaeology, and archaeological sciences
Module quizzes	20%	Complete 10 of 12 online quizzes made up of true/false, multiple choice, fill-in-the-blank questions
Exams	60%	Complete 3 online exams made up of true/false, multiple choice, fill-in-the-blank short answer questions

Attendance: Be here. Attendance is not taken in class, HOWEVER it is essential to doing well in this course (well, in any course, really). An overwhelming majority of the course material you will see on your exams is introduced and discussed in class, so regular attendance is highly recommended. Also, I have some really cool guest speakers lined up so you won't want to miss those!

Case Study Responses: I will post a number of articles for you to read and provide you with questions to answer. Although there are 12 posted Case Studies, you are only required to turn in **10** of these. You may choose any **10** you like, but you **must turn in each online by their respective due dates**. If you skip a Case Study Response, you will receive a zero for that assignment. Webcourses Gradebook will automatically **drop the lowest two scores** when calculating your final Case Study Response grade. All reading responses will be run through

TurnItIn.com, so make sure you turn in your own work **in your own words**. Case Study Responses are worth 20% of your final grade.

Quizzes: Each module contains a quiz made up of true/false, multiple choice, and fill-in-the-blank questions. There are 12 quizzes, your lowest quiz score will be dropped. Quizzes are 10 points each and are worth 20% of your final grade.

Exams: There are **3** exams in this course. **All exams are taken online.** Exams are made up of true/false, multiple choice, short answer and fill-in-the blank questions. There will be **no make-ups** for exams without proper documentation (see section on make-up work). Once you begin an exam, **you must finish it!** Exams are 100 points each and are worth 60% of your final grade! **The final exam (Exam 3) is not cumulative and is available during Finals Week.** If you prefer to take a paper exam, **please contact me at the beginning of the semester** to make the appropriate arrangements.

What About Make-Up Work?

Students who **represent the university in an authorized event or activity** (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

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

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

In exceptional circumstances, an incomplete grade may be given per University policies. Individual arrangements must be made with your professor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from logging in regularly and participating are encouraged to review policies relating to securing a leave of absence from their university studies.

Course Requirements

This course begins on **MONDAY JAN 6, 2020** and ends on **MONDAY APR 20, 2020**. The **Final Exam (Exam 3)** is available during Final's Week, **TUESDAY APR 21-SATURDAY APR 25, 2020**. Over the course of this semester, you will be expected to:

- Attend all lectures and participate in class
- Review all electronic materials materials and assigned readings
- Complete all quizzes, assignments and exams by their due dates
- Attend class regularly

Please note the due dates carefully. **I do not accept late assignments** unless there is a valid excuse (see section on make-up work). You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

Important Information

Important Things: First and foremost, read this syllabus. This document is your guide so that you can keep up with the scheduled readings, assignments and exams. There are many due dates for the case study responses, so you have to stay on top of this. Second, if you email me or your TA using your Knights account, include **ANT 4183** or **Arch Sciences** in the subject heading and don't forget to include your full name so we know who you are. Otherwise, use the Inbox function in Webcourses to contact us. Lastly, read the syllabus, it really is like your best friend for this course.

This course is supplemented with materials posted on Webcourses, so it is important to have reliable access to the Internet. Lucky for you, there are computers available for your use all over campus.

Getting Started Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST TAKE THE GETTING STARTED QUIZ BY FRIDAY JANUARY 10**. Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that. These quiz points will be added to your quiz points, so you might as well take the free points.

Academic Responsibility

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

Academic integrity: 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" or "Z" for the entire course) and may be subject to appropriate referral to the [UCF Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) and the [UCF Rules of Conduct](#) for further detail. I will assume that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, **don't cheat** by giving answers to others or taking them from anyone else. **If you let your friend copy your homework or exam answers, that is plagiarism also and you will both be subject to a Z grade.** Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right. Absolutely do not copy and paste from the Internet on any assignment or exam. This will be bad for you. And anyhow, I have Google too so I'll know.

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

Learning environment: As a matter of respect to everyone in class, please silence your cell phones. If you are using a laptop for taking notes, remember that your classmates sitting behind you can see everything on your screen! Please make every effort to be on time. If you are late entering the classroom or need to leave during class, please do so quietly with the least amount of disruption as possible.

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

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

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

Campus Safety

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

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

Deployed Active Duty Military Students

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

Religious Observances

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

Student Accessibility Services

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

Course Lecture and Assignment Schedule

Changes to the lecture, assignment schedules and occasionally, readings, are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced through Canvas. Due dates and required readings can be found in the table below.

Module	Topic and Readings	Due Dates
Module 1	Crime Scenes and Forensic Archaeology Read: <ul style="list-style-type: none"> • An Introduction to Archaeology for Forensic Scientists. M. Connor • Introduction to Forensic Archaeology. Dupras et al. • Crime Scene Investigation, Archaeology and Taphonomy: Reconstructing Activities at Crime Scenes. Groen and Berger 	Quiz 1 due JAN 19 Case Study 1 due JAN 19
Module 2	Understanding the Forensic Context and Applying Archaeological Methods Read: <ul style="list-style-type: none"> • Applying Archaeological Methods in a Forensic Context. Dupras et al. • The Expert Witness and the Court of Law. M. Henneberg • The Contributions of Archaeology and Physical Anthropology to the John McRae Case: a trial and a retrial. Saur et al. 	Quiz 2 due JAN 26 Case Study 2 due JAN 26
Module 3	Search Methods for Locating Human Remains Read: <ul style="list-style-type: none"> • Locating Buried Remains. M Connor • Search Techniques for Locating Human Remains. Dupras et al. 	Quiz 3 due FEB 2 Case Study 3 due FEB 2
Module 4	Methods of Geophysical Survey and Mapping Read: <ul style="list-style-type: none"> • Methods of Geophysical Survey. Dupras et al. • Survey and Mapping Methods. Dupras et al. 	Quiz 4 due FEB 16 Case Study 4 due FEB 9
Module 5	Excavation and Recovery Read: <ul style="list-style-type: none"> • Excavating Human Remains. M. Connor • How to Do Forensic Archaeology under the Auspices of the United Nations and Other Large Organizations. Wright and Hanson 	Quiz 5 due FEB 23 Case Study 5 due FEB 23
Exam 1 (Available Online from 8:00am on THURS FEB 13 to 11:59pm EST on SAT, FEB 15)		
Module 6	Forensic Entomology and Botany Read: <ul style="list-style-type: none"> • Collecting Botanical and Entomological Evidence. Dupras et al. • Taphonomy and Time: Estimating the Postmortem Interval. Love and Marks 	Quiz 6 due MAR 15 Case Study 6 due MAR 1
Module 7	Burial Environment and Taphonomy Read:	Quiz 7 due MAR 22 Case Study 7 due MAR 22

	<ul style="list-style-type: none"> • Postmortem Changes to Bone. S. Byers • Taphonomic Changes to Blunt Force Trauma: A Preliminary Study. Clace et al. • History and Development of the First Anthropology Research Facility, Knoxville Tennessee. Vidoli et al. 	
Module 8	Interpreting the Body Post-Recovery: Methods Read: <ul style="list-style-type: none"> • Introducing Forensic Anthropology. D. Steadman • Multidisciplinary Approach to Human Identification in Homicide Investigation. Ubelaker et al. 	Quiz 8 due APR 5 Case Study 8 due MAR 29
Module 9	Mass Disaster and DMORT Read: <ul style="list-style-type: none"> • The Role of the Anthropologist in Disaster Victim Identification: The Bali Incidents of 2002 and 2004. Briggs and Buck • Disaster Anthropology: The 2004 Asian Tsunami. S. Black • Forensic Anthropology in Disaster Response. P. Sledzik 	Quiz 9 due APR 5 Case Study 9 due MAR 29
Exam 2 (Available Online from 8:00am on THURS MAR 26 to 11:59pm EST on SAT, MAR 28)		
Module 10	Forensic Archaeology, Human Rights and Mass Graves Read: <ul style="list-style-type: none"> • Grave Challenges in Iraq. Congram and Sterenberg • Dealing with the Remains of Conflict: An International Response to Crimes Against Humanity, Forensic Recovery, Identification, and Repatriation in the Former Yugoslavia. Sterenberg • Blunt Force Cranial Trauma in the Cambodian Killing Fields. Ta'ala et al. • The Heroic and the Hidden Dead: Zimbabwe and Exhumations. Eppel. 	Quiz 10 due APR 12 Case Study 10 due APR 5
Module 11	Guest Lecture Read: <ul style="list-style-type: none"> • TBA 	Quiz 11 due APR 19 Case Study 11 due APR 12
Module 12	Case Study in Forensic Archaeology Read: <ul style="list-style-type: none"> • TBA 	Quiz 12 due APR 19 Case Study 12 due APR 19
Exam 3 (Available Online during Finals Week from 8:00am on TUES APR 21 to 11:59pm EST on SAT, APR 25)		

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

ANT 4184: Mortuary Archaeology
Section OM01 – Spring 2020
Th 10:00am-11:45am | BA1 121

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

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD

Office: Phillips Hall, 311C

Office Hours: MW 1:30pm – 2:30pm

Phone: 407-823-6503

Email: Use WebCourses Mail

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

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.

- I am cancelling the Class Participation assignments. The GTA will enter a "Complete" for the remainder of them. This benefits everyone.
- The Student Discussion Questions assignment will continue. I will use these for the video lectures.
- Video lectures and PPT notes will be uploaded as discussion posts no later than Thursday.
- I have added an [extra credit assignment](#). It is due April 3 and is worth 10 points.
- I have updated various aspects of the Semester Project. See relevant assignments for new due dates.
- Exams remain available via WebCourses.

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

Semester Project Update - I am no longer going to require you to physically visit a cemetery. Instead, the GTA and I am preparing an online/virtual version. Each student will receive 100 or so graves to work

with as a spreadsheet (complete with hyperlinks to gravestone images). These will be rural cemeteries in Florida that I am familiar with. Instructions will be provided to help you. I will post final details during Week 10. I will also discuss this during the Week 10 video lecture. I have extended and updated the [Semester Project - Statement of Intent](#) assignment as a result. The other two assignments ([Semester Project - Supporting Documentation](#) & [Semester Project - Final Paper](#)) have been added to WebCourses, these will be updated as we approach their due dates.

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

Archaeological interpretations of death; basic data collection, skeletal analysis, and comparative study of mortuary ritual – both ancient and modern.

Prerequisite(s): ANT 2140 or ANT 2511.

Required Course Materials/Resources

Pearson, Mike Parker. *The Archaeology of Death and Burial*. Texas A&M University Press.

1 pack of 3x5 inch ruled note cards. These will be used most weeks to collect reading responses as part of the class participation grade.

Additional readings will be posted on WebCourses as PDF files.

Course Description

This course explores how archaeologists come to understand death and dying through the analysis of material culture (e.g., artifacts, architecture). Death and mourning are fundamental, inescapable aspects of the human experience.

Understanding the different ways human groups dispose of and commemorate the dead is essential to understanding culture. Each culture has unique ways of expressing grief, commemorating life, and rules governing the response to the biological processes of decay after death. These processes leave behind physical remains that archaeologists recover and use to learn about past behavior, social structure, and belief systems. Understanding how archaeologists use these data is the central goal of this course.

Student Learning Outcomes

Upon successful completion of this course, each student will:

- Examine the archaeological dimensions of burial and other death-related rituals,
- Compare and contrast varying methods for constructing mortuary landscapes,
- Examine how data, theory, and methods affect interpretations of mortuary evidence,
- Consider the role of mortuary evidence in understanding of past cultures,
- Understand how analyses of the body are integrated into interpretations of burial rituals,
- Develop expertise in documenting and interpreting mortuary evidence (e.g., gravestones).

Course Format

This is a mixed mode course. As such, part of the course will be held online and accessed via Webcourses. The online portion will consist of lectures (posted by Wednesday), links to articles, other materials/resources, and exams. The lectures are brief videos to support face-to-face discussion on Thursdays. I will also post discussion questions with the short lectures prior to Thursday's class. If discussion lags, I'll roll the dice! Yes, actual dice, the kind you use to play table top games. :) Students are responsible for all material presented in class and Webcourses.

Grading

Grades will be determined from classroom discussion/participation, four online discussions, one film response, three exams, and a semester project. Further details will be provided during the semester.

Your grades will come from the following:

Class Participation	20 possible points
Film Response	10 possible points
Semester Project	50 possible points
Four Exams	240 possible points

Breakdown of Grading

Classroom Participation: Students will be graded on classroom participation by responding to a discussion question on 3x5 inch ruled note cards. This will occur

on 12 different days/weeks during the semester. They will count for 2 points each, meaning students can miss up to two and still receive full credit. Students cannot make up classroom participation. The grading scale for classroom participation is as follows:

≥ 10 weeks = 100% 8 weeks = 90% 7 weeks = 80%

6 weeks = 70 % 5 weeks = 60% ≤ 4 weeks = 50%

[Total Points: 20]

Film Response: Students will watch a film (*Who Owns the Past?*) via WebCourses and write a 2-page response paper. Complete instructions and a rubric will be provided during the semester.

[Total Points: 10]

Weekly Discussion Questions: To facilitate discussion students will select one reading each week and submit two questions via WebCourses by noon on Tuesday. This is only required for 10 weeks of the semester. See Course Schedule for a list of which weeks questions are due.

[Total Points: 20]

Semester Project: In this course, we will be looking at the various ways individuals and groups are memorialized in the past and in the present. This project requires you to visit a local cemetery (to be determined in consultation with the instructor) and examine demographic differences in tombstone construction, design, epitaph style, and other aspects. You will be expected to apply concepts learned in class to your cemetery analysis. The semester project consists of the following portions: a 2-page statement of intent (10 points), an 8-page paper (30 points), and supporting documentation (10 points). Guidelines for completing the cemetery project will be posted via WebCourses and discussed at several points during the semester.

[Total Points: 50]

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. Questions are drawn from lectures and readings. There is NO cumulative final exam. Exams will take place on Fridays.

[Total Points: 240]

Total Possible Points: 340

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. Per university policy, students can submit make-up work for authorized university-sponsored activities, religious observances, and/or legal obligations. There are no make-ups for in-class participation. If a student has a valid reason for missing 3 or more in-class discussions (in other words, three weeks of class), schedule a meeting with the instructor and bring appropriate documentation. There are no make-ups for any portion of the final project as students will have several weeks to complete each aspect.

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

I will post PDFs of lecture notes and other relevant materials on Monday of each week.

Week 1: Jan 6 – Jan 10

Topic: Course Introduction

Readings: None

Assignments: Syllabus Quiz

Week 2: Jan 13 – Jan 17

Topic: Historical Perspectives on Mortuary Archaeology

Readings: Pearson Chapter 1; [Kroeber 1927](#); [Childe 1945](#); [Palgi and Abramovitch \(1984\)](#), & [Stutz and Tarlow \(2013\)](#)

It appears like a lot of reading for Week 2, but it's not really. Most of readings are only a few pages long!

Week 3: Jan 20 – Jan 24

Topic: Ethnoarchaeology and Analogy

Readings: Pearson Chapter 2; [Elliot \(1990\)](#); & [Sprague \(2005\)](#)

Assignment: Classroom Participation Week 1

Week 4: Jan 27 – Jan 31

Topic: Reading the Body

Readings: Pearson Chapter 3; [Arriaza et al \(2005\)](#); & [Sanders \(2009\)](#)

Assignment: Classroom Participation Week 2

Exam 1: Weeks 1-4, available 12:00am to 11:59pm January 31.

Week 5: Feb 3 – Feb 7

Topic: Status, Rank, and Power in Burial Traditions

Readings: Pearson Chapter 4; [Keegan \(2009\)](#); [Scott \(2012\)](#)

Assignment: Classroom Participation Week 3

Week 6: Feb 10 – Feb 14

Topic: Gender & Kinship in Burial Traditions

Readings: Pearson Chapter 5 & [Sullivan \(2011\)](#)

Assignment: Classroom Participation Week 4

Week 7: Feb 17 – Feb 21

Topic: Placing the Dead

Readings: Pearson Chapter 6; [Deetz \(1996\)](#); & [Tarlow \(2000\)](#)

Assignment: Classroom Participation Week 5

Week 8: Feb 24 – Feb 28

Topic: Historical Archaeology (Florida Cemeteries)

Readings: [Liebens \(2003\)](#); [Davidson \(2007\)](#); & [Davidson \(2010\)](#)

Assignment: Classroom Participation Week 6

Exam 2: Weeks 5-8, available 12:00am to 11:59pm February 28

Week 9: Mar 2 – Mar 6

Topic: Archaeological Evidence for Historical Cannibalism

Readings: [Rautman and Fenton \(2005\)](#); [Dixon et al \(2010\)](#)

Assignment: Classroom Participation Week 7

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

Week 10: Mar 16 – Mar 20

Topic: Case Study – The Sloan Site

Readings: [Morse \(1997\) Chapters 1, 2, 9, & 10](#)

Assignment: ~~Classroom Participation Week 8~~

Week 11: Mar 23 – Mar 27

Topic: Identity and Memory in Prehistoric American Burials

Readings: Pearson Chapter 7; [Tuross et al \(1994\)](#); [Wallis \(2008\)](#)

Assignment: ~~Classroom Participation Week 9~~ [Semester Project - Statement of Intent](#)

Exam 3: Weeks 9-11, available 12:00am to 11:59pm March 27

Week 12: Mar 30 – Apr 3

Topic: Historical Archaeology & Difficult Heritage

Readings: [González-Tennant \(2013\)](#) & TBD

Assignment: ~~Classroom Participation Week 12~~ [Semester Project Supporting Documentation](#)

Week 13: Apr 6 – Apr 10

Topic: Politics of the Dead

Readings: Pearson Chapters 8, 9; [LaRoche and Blakey \(1997\)](#); [González-Tennant \(2016\)](#)

Assignment: ~~Classroom Participation Week 13~~ Film Response *Who Owns the Past?* & [Extra Credit 2 - Stylistic Seriation Exercise](#)

Week 14: Apr 13 – Apr 17

Topic: Companion Species - Dog Burials in Prehistoric North America

Readings: [Morey and Winant 1992](#); [Morey \(2006\)](#)

Assignment: ~~Classroom Participation Week 14~~ [Semester Project Final Project Paper](#)

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

Exam 4: Weeks 12-14, available 12:00am April 21 to 11:59pm April 22

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](#)[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 Services](#)[Links 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

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

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Course Accessibility Statement

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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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- 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 \(Links to an external site.\)](#)



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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.

ANT4187-20Spring 0001

[Jump to Today.](#)

 [Edit](#)

Paleoethnobotany

UPDATED MARCH 16, 2020

COURSE MOVED TO ONLINE ONLY BEGINNING THURSDAY, MARCH 19

Instructor Contact

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

Course Information

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

Course Description:

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

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

experience in sampling and identification techniques of plant materials.

Student Learning Outcomes:

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

Class info:

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

Grading and Course Requirements

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

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

Undergrads and Grads

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

Graduate Students Only

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

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

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

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

Points:

Undergraduates

Quizzes: 4 x 50 = 200

Abstracts: 50

Discussion Questions: 50

Class Participation: 50

Discussion Leadership: 30

Total for undergrads: 330

Graduates:

Quizzes: 4 x 50 = 200

Abstracts and discussion questions: 50

Class Participation: 50

Discussion Leadership: 30

Proposal or paper: 100

Presentation: 25

Total for grads: 450

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

A Note on Grading

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

Required Textbook and Readings

Deborah Pearsall's *Paleoethnobotany: A Handbook of Procedures* 3rd Edition, 2015, Left Coast Press ISBN-10: 1611322995 will be our main text and referred to as "DMP" in the schedule below.

Discussion readings will be provided as PDFs. Discussion readings are subject to change.

Attendance/Participation and Missed Assignments

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

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

2) Participation in official university activity. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation *in advance* to arrange a make-up. No penalty will be applied. For more information, see the [UCF policyLinks to an external site.](http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work) (<http://catalog.ucf.edu/content.php?catoid=2&navoid=17#attendance-absences-or-unsatisfactory-work>).

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

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

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

Please note that late assignments will suffer a point reduction.

Policy Statements

Academic Integrity

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

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Unexpected Course Changes

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

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

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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, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

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Campus Safety Statement for Students in Online-Only Courses

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

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Course Schedule:

SCHEDULE IS SUBJECT TO CHANGE

Part 1: Paleoethnobotany; Plant-Macroremains Analysis in Archaeology

1) Week 1/9

Introduction to the class.

Syllabus and expectations

2) Week 1/16

Historical overview and general principles of paleoethnobotany. DMP Ch 1

Discussion Readings:

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

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

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

Lab: Flotation

3) Week 1/23

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

Discussion Readings

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

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

Lab: Flotation

4) Week 1/30

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

Discussion Readings

Lopinot, N. and W. Woods (1993) Wood Overexploitation and the Collapse of Cahokia. In *Foraging and Farming in the Eastern Woodlands*, ed. by C. M. Scarry, pp. 206-231

Beresford-Jones, D. G., Whaley, O., Ledesma, C. A., & Cadwallader, L. (2011). Two millennia of changes in human ecology: archaeobotanical and invertebrate records from the lower Ica valley, south

coast Peru. *Vegetation History and Archaeobotany*. doi: 10.1007/s00334-011-0292-4

Lab: Sorting flotations, wood identification

5) Week 2/6

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

Discussion Readings

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

Case study 2 page 177, Diet and social change

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

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

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

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

Lab: Identifying fruits and roots, seeds.

Take home Quiz 1 assigned

Part 2: Pollen in Archaeology

6) Week 2/13

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

Discussion Readings

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

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

Lab: Pollen

7) Week 2/20

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

Discussion Readngs

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

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

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

Lab: Presenting and Interpreting Results

8) Week 2/27

Take home quiz 2 assigned

Issues and Directions in Pollen Analysis. DMP Ch 4

Disscussion Readings

Case study:

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

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

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

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

Lab: Pollen

Part 3: Opal Phytoliths in Archaeology

9) Week 3/5

Second Take-home Quiz Due

Lecture:

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

Discussion Reading:

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

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

Lab: Phytoliths

10) Week 3/19

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

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

Discussion Readings

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

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

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

Lab: Phytoliths

11) Week 3/26

Third Take home quiz assigned

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

Discussion Readings

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

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

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

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

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

Lab: Phytoliths

Part 4: Starch Grains Analysis in Archaeology

12) Week 4/2

Third Take-home Quiz Due

Starch grain analysis. DMP Chp 6, pp341-374

Discussion Readings

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

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

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

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

Lab: Starch

13) Week 4/9

DMP Chp 6, pp 375-384

Discussion Readings

Babot, M. Pilar (2003) Starch grain damage as an indicator of food processing. *Phytolith and starch research in the Australian-Pacific-Asian regions: the state of the art*: 69-81.

Lu, H., X. Yang, M. Ye, K. B. Liu, Z. Xia, X. Ren, L. Cai, N. Wu and T. S. Liu (2005) Culinary

archaeology: Millet noodles in Late Neolithic China. *Nature* 437(7061):967-968.

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

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

Lab: Starch

The final part: Multiple indicators and integrating paleoethnobotanical data

14) Week 4/16

Take home Quiz 4 Assigned

Discussion Readings

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

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

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










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

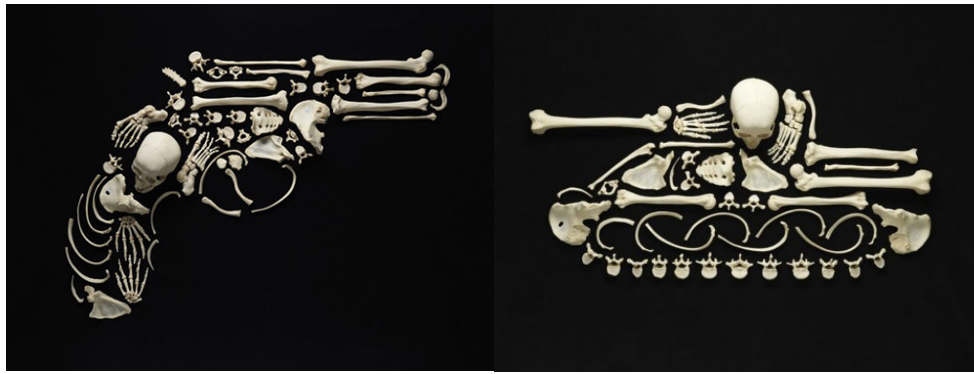
Lab: TBA

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

MEETING TIME 1-3:50

Course Summary:

Date	Details	
Thu Feb 13, 2020	 Quiz 1 (https://webcourses.ucf.edu/courses/1347192/assignments/6480413)	due by 3:59pm
Thu Mar 5, 2020	 Quiz 2 (https://webcourses.ucf.edu/courses/1347192/assignments/6480414)	due by 3pm
Wed Mar 18, 2020	 Discussion for March 19	to do: 11:59pm
Thu Mar 26, 2020	 PHYTOLITH VIRTUAL LAB (https://webcourses.ucf.edu/courses/1347192/assignments/6548997)	due by 3:59pm
	 Abstracts and discussion questions (https://webcourses.ucf.edu/courses/1347192/assignments/6480466)	
	 Class participation (https://webcourses.ucf.edu/courses/1347192/assignments/6480469)	
	 Discussion Leadership (https://webcourses.ucf.edu/courses/1347192/assignments/6480468)	
	 Quiz 3 (https://webcourses.ucf.edu/courses/1347192/assignments/6480425)	
	 Quiz 4 (https://webcourses.ucf.edu/courses/1347192/assignments/6480465)	



(Photo source: francoisrobertphotography.com)

Spring 2020 – Department of Anthropology – College of Sciences - UCF

Pain and Suffering

The Anthropology of Violence and Social Conflict

Special Topics Course ANT4406

COVID UPDATE

Class Time: ONLINE

Instructor: Dr. J. Marla Toyne

Office: HPH 409R **Phone:** 407 823 1927

Office Hours: Tuesday 3:00 to 5:00pm ONLINE

Extra Hours: Wednesday 1:00 to 3:00pm ONLINE

Email: j.marla.toyne@ucf.edu

Or Email for appointment if you cannot make either time.

Place: ONLINE

Credit Hours: 3 credits

Mode: SHIFTED TO WEB

Course Overview:

What is it about humans that lead us to be both horrified by and yet fascinated by violence? Is violence innate in humans, or is it a product of our social arrangements? If we imagine ourselves today to be living in societies more enlightened than those of the past or more civilized than those some call “primitive”, then how do we account for the unparalleled horrors committed in the name of progress, religion, or patriotism in our own time? How do our politicians justify massive violence (both direct and structural) while speaking of peace and freedom?

This course will survey the phenomenon of violence in human societies exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology. We will take a cross-cultural and historical approach to understanding the evolution of human interactions that result in physical, emotional, or psychological damage (results of violent behavior towards others). It is important to consider how violence (or the threat of violence) impacts our daily decisions and choices, but that our responses are culturally mediated. We will explore the issues of how violence has been the impetus of many major changes in human history and modern international relationships.

Prerequisites: Ideally ANT2511 or ANT2410, or permission of Instructor.

Course Catalogue: Survey the phenomenon of violence in human societies by exploring anthropological perspectives and theories based in human evolutionary biology, archaeology, forensics, and ethnology.

Course Objectives:

The goals of this course will be to allow students to read and discuss ethnographic examples of violence in other cultures as well as our own society and consider the impact it has on the history and evolution of each culture. We will focus readings on individual articles and weekly class discussions on case studies of different levels and types of violence in various societies including interpersonal physical violence, public punishment/execution, ritual violence, suicide, structural violence, and warfare.

- **Develop an understanding of the phenomenon of violence**
- **Explore the manifestations of violence in human societies**
- **Evaluate various theories of violence**
- **Use cross-cultural comparison to identify the impact of violence on human societies (past and present)**
- **Prepare and discuss different individual cases studies of violence**
- **Synthesize research on violence in different cultural contexts**
- **Review and place a full ethnography within the broader context of social violence**

Course Requirements:

This course will include lectures, films, online pages, and readings that explore diverse aspects of violent behaviors. The course will include a major writing assignment as well as ONLINE weekly discussions including helping lead a weekly discussion topic. Weekly ONLINE quizzes will enhance student preparation, and an ONLINE ethnography book club discussions help engage in reading select ethnographies.

Topics covered on a weekly basis will include:

- *Types of Violent Behaviors* (definitions)
- *Scales of Violent Behaviors* (personal, interpersonal, group, national)
- *Theories of Violence* (Physical, Structural, Material, Civilized, Social)
- *Evolution of Violence* (evidence of early aggressive behaviors in our hominid ancestors)
- *Non-Human Primate Violence* (evolutionary significance of intraspecies aggression)
- *Non-State Level Violence*
- *State Level Violence* (political violence, war, genocide)
- *Socially Sanctioned Violence* (Legal punishment, torture, religious penance, combat sports, extralegal violence for human rights)
- *Victims of Violence* (women, children, minorities, elderly, ethnicities)
- *World History of Violence*
- *Violence in Popular Culture and Media* (television, films, video games, literature, fine arts, graphic novels)
- *Role of Forensic Investigations* in Identifying Violence as Crimes against Humanity
- *Cases of Violent Behaviors* (sacrifice, cannibalism, torture, initiations, suicide, abortion, serial killers)

Student Success:

This is my goal. WE have transitioned to an **online learning environment with activities and sources of information to guide you**. So this is an exciting opportunity to do a lot of things, IF you can work at your own pace having prepared 1) the weekly readings, 2) reviewed and thought about the provided review questions. I have done everything to make sure that things are well-organized and consistent each week.

Online activities help prepare you with reviews, pages, and opportunities to explore additional topics and ideas in discussion groups.

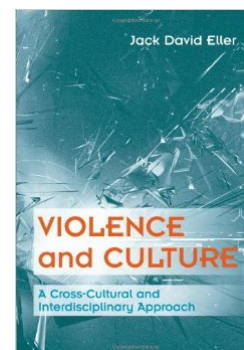
If you have any questions about the course, communication is key.

Recommendations for Success:

- 1) **FIRST STEP:** If you have a question about course material, assignments, or requirements, please consult the SYLLABUS first. If you cannot find the answer to your question, then you have the option of coming to office/lab hours to discuss with the professor or sending an email.
- 2) You must use your knights.ucf.edu email account for all correspondence. If not, your emails may be directed to my junk email and I will not find them and be able to respond.
- 3) Please use a subject title that clearly identifies your course and the topic of inquiry.
- 4) Email is NOT a substitute for my office hours. I cannot engage in lengthy discussions about course material or assignments over email, but use email to setup alternative meeting appointments if necessary. ONLINE CHAT feature will be used.
- 5) If you would like to meet with me and absolutely cannot make my office or lab hours, then please email and identify two different times that would work for you so that I can try to match one of those. This works well for setting up a quick meeting, rather than days of emails.

Required Texts:

Eller, Jack David. (2006) *Violence and Culture: Across-Cultural and Interdisciplinary Approach*. Wadsworth: Belmont, California.



Required to PICK ONE of the following Ethnographies:

1. McGillivray, A., and Comaskey, B. (1999) *Black Eyes All of the Time: Intimate Violence, Aboriginal Women and the Justice System*. University of Toronto Press: Toronto.
2. Rosen, D. M. (2005) *Armies of the Young: Child Soldiers in War and Terrorism*, Rutgers University Press, Piscataway, NJ. (ebook)
3. Whitehead, N. L. (2002) *Dark Shamans: Kanaimà and the Poetics of Violent Death*, Duke University Press, Durham. (ebook)
4. Bourgois, P. (2003) *In Search of Respect: Selling Crack in El Barrio*, Cambridge University Press, Cambridge.
5. Wood, A.L. (2009) *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. Chapel Hill: University of North Carolina Press. (not at bookstore yet)

These are available in the bookstore once you have selected the title, but they are also on Course Reserve in the Library for limited check out. Or online stores at various outlets.

Required Additional Readings: Outlined in the Schedule. Book chapters and articles will be available electronically on Webcourses. Additional important website or news reports will be linked to the Webcourses. Occasional films may be incorporated into lectures to highlight and illustrate different subjects.

Recommended:

Scheper-Hughes N, and Bourgois P, eds. (2003) *Violence in War and Peace: An Anthology*. Wiley-Blackwell Publishers: New York. (Selected Readings as SH & B: chapter)

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

A 95-100%	B+ 87-89%	C+ 77-79%	D+ 65-69%
A- 90-94%	B 84-86%	C 74-76%	D 60-64%
B- 80-83%	C- 70-73%	F 59% or below	

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Evaluation:

Quizzes (based on weekly readings, x10 online)	16.7%
Article Discussant	8.3%
Ethnography Discussions (x3)	16.7%
Ethnography Paper Outline/Bibliography	8.3%
Ethnography Final Paper	25.0%
Final Exam article review	16.7%
Participation (weekly discussion posts)	8.3%
<hr/>	
TOTAL:	100%

Grade Dissemination

Quizzes, assignments, discussions, and exams in this course will be graded and posted through Webcourses. You can access your scores using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

NOTE: Grades will not be rounded or adjusted without legitimate claim of missing points.

Accessing Online Course Content

You have an online assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment.

Attendance and Participation – COVID SHIFT ONLINE

We will be participating through ONLINE activities.

Participation is an important component of this class and you will be evaluated points for your responses to discussion posts. While debate and differing opinions are encouraged in online Posts in Discussions, remember that this is a professional setting: please be respectful and polite to your classmates.

LEARNING ASSESSMENT

The broad variety of topics discussed in this course makes regular participation critical in achieving an exemplary grade in this course as we will be gradually building up our knowledgebase week by week. This syllabus is your guide to the class – Know it. IF you have missed a class, make a friend who attended and get notes from them as I will not give out my lecture notes and films may not be readily available.

Assignments

ONLINE MiniQuizzes/Reflections – weekly readings: These are assigned, dated and timed. **MONDAY NIGHT** before TUESDAY class. They are based directly on assigned readings for the week. These will help you prepare and complete the readings and thought through some key concepts. **Soft deadlines. Must be completed by end of the semester (Last day of Class).**

Discussions – weekly topic LEADERSHIP: Each student will sign up to help lead the discussion for 1 new article that will add to our weekly readings. A sign-up sheet will be passed out during the first week of classes and online. If students miss signing up independently, they will be assigned an article. Approximately 3 students per week will be the ‘article discussants’. **The expectation is that the student will prepare a 1 page, single spaced summary ‘handout’ and post in the weekly discussion section; introducing a novel article and add to the discussion of the topic. ALL other students are expected to POST a response with questions and comments. Everyone gets a turn. Discussions and deadlines are posted online.**

Soft deadlines. Must be completed by end of the semester (Last day of Class).

Ethnography Assignment: Further instructions will be detailed on Webcourses for each component of this written assignment (which includes discussion – like book club).

1. Ethnography selection (Module 1)
2. Ethnography Chapter Summary Discussions (IN CLASS/ONLINE Thursday - Module 4, Module 7 and **Module 11**)
3. Final Research/Ethnography Paper (Outline Due Module 8, **FINAL Module 13**)

Further information on each assignment will be provided online.

Citations must follow the AJPA reference formatting style, which is detailed on Webcourses (Assignments Folder). These instructions are **NON-Negotiable** and points will be lost for incorrect formatting or frequent spelling and formatting errors. Proof reading and editing your own work are important skills. Detailed assignment instructions will be released ONE week prior to their due date on Webcourses and the completed assignment will be submitted through the Assignments Tool. See Course Protocols for further formatting and Discussion Protocols.

These must be **original** work, written in **your own words**. Copying other student's assignments or websites in whole or part will not be tolerated. In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

FINAL Exam: Unfortunately, there will not be regular exams, but a final 'exam' article review and synthesis is expected. Two weeks before the end of class you will sign up for a provided TOPIC, you will find another article with a similar theme (NOT on the list, nor used in class already), and you will **write a 2-3 pages**, double-spaced, Times New Roman font, 1 inch margins, amazing review of both articles, then comparing them, and finally synthesizing them to the violent topic and the rest of the course materials. Further instructions online. **Online submission during finals period.**

Policies

Contacting the professor

In this class our official mode of communication is through the email located inside Webcourses or through UCF email – J.marla.toyne@ucf.edu . All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool and announcements frequently.

Please REMEMBER: Professors have multiple duties including teaching, research, and service, and while I may not be in my office or online, I am likely working. I value professor-student contact and I have dedicated 4 contact hours for meetings. I can better address questions about course material and assignments in class or other questions of biological anthropology during these F2F office hours or lab office hours. Email is NOT a substitute and I CANNOT engage in lengthy discussion about course material or assignments over email. If you cannot make office hours, please contact me to schedule an appointment providing at least 2 other time slots you are available.

If you choose to email me at j.marla.toyne@ucf.edu (instead of through Webcourses), you must use your knights.ucf.edu account. If you send an email, include ANT 4406 in the subject heading and do not forget to

include your name in the email so I know who you are. You can generally expect a response within 48 hrs. I may only check email once during the weekend. If you do not receive a response over the weekend, you can then expect a response Monday morning.

Also check Webcourses for common questions asked and their answers via the discussion boards.

Deadlines and Make-ups

Only students who have serious extenuating circumstances will be given the opportunity to make up missed work. University activities and religious holidays (See UCF Policy 4.401.1 and Regulation 5.020) are included. You will be required to provide **written documentation** (email) of said circumstance. You will have one week to make up an assignment once you contact the professor after missing a deadline. Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation 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>>.

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

<<http://regulations.ucf.edu/chapters5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

An alternative assignment or make up exam may be offered.

Late Penalties: Note that you must complete the course requirements according to the timeline provided in this document as no exceptions will be granted. Time management skills, problem solving skills, responsibility and personal accountability are among the most important things you can learn in university because they will serve you well both within and outside the classroom. **No late penalties will be applied to assignments/discussions/quizzes but all must be completed by the last day of class or missing points may affect your final grade.**

The only possible exceptions to the late penalty and no extension rules are cases in which compelling medical or compassionate grounds can be documented, and where academic accommodation may be allowed. Students should consult the "Academic Regulations and Procedures (<http://catalog.ucf.edu/policies/academic-regulations>) for further details. Or, students should consult the Academic Counseling Office in their "home" Faculty in the event of illness, family emergency, or other personal difficulties that constitute "extenuating circumstances". Please communicate directly with your instructor as soon as you can so we can find a solution as soon as possible.

Missed exams/assignments: There are **no make-ups for online quizzes, discussions, or assignments**. The deadlines are provided and accessible with anticipation. **Late assignments will be accepted until the last day of class.** You are responsible for consulting the Academic Counseling Office in cases of illness, family emergency or other personal difficulties that constitute missing an exam. You must also notify me ASAP by telephone, e-mail, in person, or by leaving a message with the department staff (407-823-2227) prior to the exam. If you are participating in an official UCF event (e.g., sports events, field trips), please provide the proper documentation prior to the exam. Only those students who can provide a valid documented excuse to verify the reason for their absence will be allowed the opportunity to take a make-up exam. If you are provided the opportunity to take a make-up exam, it must be scheduled and written within one week of the missed exam date.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

TECHNOLOGY AND MEDIA

Webcourses@UCF: This is a Face-to-Face course. Only some course materials and assignments have an online component that is accessed through the UCF on-line software, Webcourses@UCF.

Additional readings may be assigned to supplement the textbook. You will be advised of any additional reading assignments in class, and they will be available electronically on Webcourses. Other course materials will also be posted on Webcourses, including this syllabus, schedule, link to the University Policies, assignment and lab guidelines, weekly outlines and Powerpoint slides (AFTER Lectures). Occasional films may be incorporated into lectures to highlight and illustrate different subjects. Please check Webcourses on a daily basis for announcements, updates, information on student resources, posted grades, and questions. You are expected to complete assignments on-time regardless of technological difficulties.

I “Control Alt Deleted” my homework: There are numerous computer resources available across the UCF campus. Therefore, personal computer or printer problem are not an acceptable excuse for late work. Be sure that you are prepared for encountering these kinds of problems, and try your best to not wait until the last moment for printing, stapling, etc.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

General Information:

- Be on prepared and try to make deadlines. If you cannot, please contact the instructor for possible accommodation.
- Be polite. This class will be conducted in a way that respects all aspects of diversity. It is expected that everyone show respect for one another and the diverse issues and topics that will be presented.
- Do NOT hesitate to ask questions, make comments, and bring in additional materials that relate to the topics we are covering in class during a given week – this is what makes the class interesting and engaging! If you hear about a relevant event or news story, let us know and we can post it on the course Webcourses and discuss it on the message board.
- Please note that we will not tolerate language and behavior in class that is offensive, hateful, abusive and/or exclusive in this class; this applies to written assignments and exams as well.

Course Schedule with weekly topics, assignments and readings is available updated on Webcourses.

ACADEMIC RESPONSIBILITY AND EXPECTATIONS

Academic conduct

Academic dishonesty in any form will not be tolerated in this course. If you are uncertain as to what constitutes academic dishonesty, please consult the UCF Golden Rule for further details. As in all University courses, the Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and at a minimum you will receive zero grade for the work in question. At the discretion of the instructor, you may also receive an ‘F’ or ‘Z’ grade for the course. Confirmation of such incidents may also result in expulsion from the University.

Academic integrity

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>. The UCF Rules of Conduct apply to all UCF students - <http://osc.sdes.ucf.edu/process/roc>.

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. The UCF definition of Plagiarism is available [here](https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php) (<https://www.fctl.ucf.edu/TeachingandLearningResources/ClassroomManagement/AcademicIntegrity/PlagiarismStatement.php>) and YOU are responsible for understanding it.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

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>.

I also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that

may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me as soon as possible (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students Statement

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

Discrimination

I am committed to encouraging a caring and supportive atmosphere on campus and to promoting a campus climate that understands and respects the needs of a culturally, ethnically, physically, and socially diverse student body. There will be no discrimination in this class. No discrimination will be tolerated whether it is against a protected class of individuals, or not, and there will be no discrimination based on ideas or opinions either. Please let me know as soon as possible if you feel that you have been treated unjustly; I will listen to your concerns and take appropriate action.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials

is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

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

Course schedule and assignments

Disclaimer

Every effort has been made to provide an accurate outline of course topics, requirements, and expectations; however, changes may occur throughout the semester and these will be announced during lectures and in announcements. If absent from class, it is the student's responsibility to inform him- or herself of any changes. Check Webcourses before class for any announcements or changes posted on the course homepage.

Dates to remember: The SPRING Academic calendar can be found online at:
<http://calendar.ucf.edu/2020/spring>

Late registration, Add/Drop: January 6-10th, 2020

Withdrawal deadline for this course: March 27th, 2020

Class Weekly Reading SCHEDULE:

Concept of Violence and Readings (Assignment deadlines can be found online)

- Module 0 Introduction to Anthropology of Violence**
Eller: Chapter 1
Sh & B Ch1
Riches (1986)
- Module 1 Theories of Violence (and Peace)**
Eller (2006) Chapter 2
Accomazzo (2012)
- Module 2 Violence in Popular Culture and Media (TV, films, video games, literature, fine arts, etc)**
Young (2010) Chapter 1, 3
- Module 3 Non-human Violence (significance of patterns of intraspecies aggression)**
Crofoot and Wrangham(2009)
Wrangham etal. (2006)
- Module 4 Human Capacity for Violence**
Eller: Chapter 3
SH & B: Chapter 7-12, 16, 18
Van de Berghe (1974)
- Module 5 Evolution of Violence (evidence of early aggressive behaviors in our hominid ancestors)**
Eller: Chapter 4
Keeley (1996) Chapters 1 and 9
Chagnon (1984)
- Module 6 Socially Sanctioned Violence (Legal punishment, ritual, combat sports, self-defence)**
Eller: Chapter 6 and 7
SH & B: Chapters 46-49
Smith (2000)
- Module 7 State Level Violence**
Eller: Chapter 8 and 9
SH & B: Chapter 51, 49 (terrorism)
- Module 8 Victims of Violence (gender violence, women)**
Eller: Chapter 5
Gentry (2015)
Film: *When Women Kill*
- Module 9 SPRING BREAK**
- Module 10 Intimate Violence (Children/Elders/Suicide)**
Korbin (2003)
Sh & B Ch 33
Eller (2006) pages 299-304 (school violence); Eller (2006) pages 321-325 (serial killers)
- Module 11 Structural and Symbolic Violence**
Farmer (2004)
Sh & B 32
- Module 12 Role of Forensic Investigations as Crimes against Humanity**
Komar (2005)
SH & B 21
Film: *Following Antigone*
- Module 13 & 14 Peaceful Societies and Conflict Resolution**
Fry (2007) Chapter 1-6

CULTURE, DISEASE, AND HEALING



ANT 4408
Section 0M01

Spring 2020
Thursday: 9:00am – 10:15am & Online
BA1 121
3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963

Office Hours: Thursdays, 11:00am – 3:00pm

Graduate Teaching Assistant: Lauren Friedman
Department of Anthropology
Howard Phillips Hall 309
lfriedman44@knights.ucf.edu
407-823-2227

Office Hours: Thursday: 3:00pm – 5:00pm

Course Description

This course explores the role of culture in shaping the experiences and perceptions of health, illness, and well-being in a variety of contexts. Drawing on work from the field of medical anthropology, we will examine how culture intersects with political, economic, and institutional forces to influence these experiences and perceptions. We will also look at different medical and healing practices in order to understand the delivery of healthcare in its various forms. Course material will cover an array of health-related topics, including biomedicine, ethnomedicine, race and ethnicity, addiction, and social suffering, in multiple contexts such as China, Mexico, and the United States. Ultimately, this course will reveal the various ways in which medical anthropologists research and think critically about health, illness, disease, the body, and medical and healing systems.

Public Course Description

The role of culture in shaping the experience and perceptions of health, sickness, and well-being in a variety of contexts.

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has three objectives: 1) to familiarize you with ways in which health, illness, and well-being are understood and experienced in various cultural contexts; 2) to expose you to key concepts and theoretical paradigms in medical anthropology; and 3) to instigate critical thinking about health-related issues in both the classroom and your everyday lives.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. Students are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance Policy

Students are expected to attend all face-to-face classes, and attendance will be recorded. Students who leave class early without letting Dr. Harris or the GTA know the reason before the class will be marked as absent for the entire class. Additionally, phone use during class will be noted in the grade roster, which will be used as a negative when calculating your final grade.

Midterm Exam (40 points)

There will be one midterm exam. The exam consists of 40 questions (multiple choice, true/false, and/or short answer) and will cover concepts from all texts, videos, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled. Please bring a **brown** scantron and #2 pencil to the exam.

Final Exam (40 points)

The final exam will consist of 40 questions (multiple choice, true/false, and/or short answer) and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course material. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled. **UPDATE: The final exam will be online and must be completed by Thursday, April 23, by 11:59pm.** Please let Dr. Harris know if you anticipate have difficulty completing the exam because of technological or COVID-19-related issues.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. Quizzes are based on assigned readings for that day, and will consist of 1-2 questions aimed at assessing whether or not you read and understood the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank,

or narrative. Quizzes will take 5 minutes. There will be **no make-up** for missed quizzes because your two lowest scores will be dropped. **UPDATE: Quizzes #8-12 are online and must be completed by Monday, April 20, by 11:59pm** (last day of classes). Please let Dr. Harris know if you have difficulty completing quizzes because of technological or COVID-19-related issues.

Online Component – Research Paper (60 points)

The online component of this course is a research paper, which will hopefully be fun for you! This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based on a **close reading** of three medical anthropology articles, one medical anthropology book, or three chapters from an edited medical anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to health and culture. For example, you can examine how ideas about health or the body manifest themselves in culturally-specific ways or you can select a specific disease as a lens through which to analyze cultural meanings of health and experiences of being sick. A list of topic ideas will be provided to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

Grading Structure

Midterm Exam	40 points
Final Exam	40 points
Quizzes (10 out of 12)	60 points
Research Paper	60 points

Total: 200 points

Attendance record and class participation will be used to help students in borderline cases.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Research has shown that taking notes on a computer is less effective than taking notes with pen and paper. Computers are also often a distraction for you and your classmates. Therefore, computers are not allowed in class. Please come prepared to take notes by hand. Also, because you will not have access to electronic versions of the readings during class, please bring hard copies of the readings for use during class discussion. You can print 50 double-sided pages (100 sides, black & white) per week for **free** at different locations (<https://studentunion.ucf.edu/spaces/lab>). If you are an Honors College student, you should check with your college or department to see if they provide facilities

for free printing. If Student Accessibility Services has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Obtaining Notes for Missed Lectures

If you miss a lecture, it is your responsibility to obtain notes from a fellow classmate. Dr. Harris will not provide notes or a copy of the lecture PowerPoint.

Respectful Behavior

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

Knights Email and Webcourses Communication

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

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris’s office hours in person **and** submit your graded work along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF’s Rules of Conduct (<http://osc.sdes.ucf.edu/process/roc>). According to Section 1, “Academic Misconduct,” you are prohibited from engaging in the following:

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

- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (<http://goldenrule.sdes.ucf.edu>).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information: <http://goldenrule.sdes.ucf.edu/zgrade>

Student Accessibility

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

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Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
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- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator (AED). To learn where those are located: <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on the left)
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address, cell phone number and provider), click “Apply” to save changes, and click “OK.”

- Students with special needs related to emergency situations should speak with Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: <https://www.youtube.com/watch?v=NIKYajEx4pk>

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Religious Observance

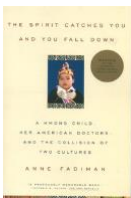
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Academic Activity Record

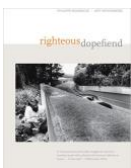
DO THIS ASAP! All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the “Academic Activity” assignment by **Friday, January 10**, by answering a few questions pertaining to this syllabus. The assignment can be found on the course Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

Required Texts

The required books for this course are:



- Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.



- Bourgois, Philippe, and Jeff Schonberg. 2009. *Righteous Dopefiend*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Several articles and book chapters are also required and are available electronically on the Webcourses website under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies when you are expected to read them. **Please download the readings to your computers and/or print them** so you can make notes on them and have them available for review later in the semester. To access Webcourses: login on webcourses.ucf.edu website, then go to Courses, and then select our class ANT4481-20Spring 0M01. For technical support with Webcourses, call 407-823-0407.

Course Schedule

Week 1

Thursday, January 9

- TOPIC: Syllabus and course overview

Online

- Assignment #1: Become familiar with Webcourses site and make sure you can access readings (instructions on Webcourses).
-

Week 2

Thursday, January 16

QUIZ #1

- TOPIC: Disease, Illness, and Narrative
- READING: Kleinman, Arthur, and Don Seeman. 2000. "Personal Experience of Illness." In *Handbook of Social Studies in Health and Medicine*, edited by Gary L. Albrecht, Ray Fitzpatrick, and Susan C. Scrimshaw, 230-242. London: Sage.

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).
-

Week 3

Thursday, January 23

QUIZ #2

- TOPIC: Disease, Illness, and Narrative
- READING: Lang, Gretchen Chesley. 1989. "Making Sense' About Diabetes: Dakota Narratives of Illness." *Medical Anthropology* 11:305-327.

Online

- Assignment #3: Begin searching for articles/books/book chapters (instructions on Webcourses).
-

Week 4

Thursday, January 30

QUIZ #3

- TOPIC: Biomedicine as Cultural System
- READING: Good, Byron, and Mary Jo DelVecchio Good. 1993. "Learning Medicine": The Constructing of Medical Knowledge at Harvard Medical School." In *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, edited by Shirley Lindenbaum and Margaret Lock, 81-107. Berkeley: University of California Press.

Online

- Assignment #4: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).
-

Week 5

Thursday, February 6

QUIZ #4

- TOPIC: Biomedicine and Ethnomedicine Compared
- READING: Finkler, Kaja. 1994. "Sacred Healing and Biomedicine Compared." *Medical Anthropology Quarterly* 8:178-197.

Online

- Assignment #5: Submit revised list of articles/books/book chapters and wait for approval or start reading and annotating (instructions on Webcourses).
-

Week 6

Thursday, February 13

QUIZ #5

- TOPIC: Cultural Collisions in Healthcare in North America
- READING: Fadiman, pg. 3-77

Online

- Assignment #6: Read and annotate (instructions on Webcourses).
-

Week 7

Thursday, February 20

QUIZ #6

- TOPIC: Cultural Collisions in Healthcare in North America
- READING: Fadiman, pg. 225-288

Online

- Assignment #7: Submit annotated bibliography (instructions on Webcourses).
 - FILM: *Between Two Worlds: The Hmong Shaman in America*
-

Week 8

Thursday, February 27

QUIZ #7

- TOPIC: Race, Ethnicity, and Health
- READING: Hunt, Linda M., Nicole D. Truesdell, and Meta J. Kreiner. 2013. "Genes, Race, and Culture in Clinical Care: Racial Profiling in the Management of Chronic Illness." *Medical Anthropology Quarterly* 27:253-271.

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).
 - FILM: *The Problem with Race-Based Medicine*
-

Week 9

Thursday, March 5

MIDTERM EXAM

Online

- Assignment #9: Begin with writing research paper (instructions on Webcourses).
-

Week 10

NO CLASS (SPRING BREAK)

- NO Assignment #10 – Happy Spring Break!
-

Week 11 (LECTURE & QUIZ AVAILABLE VIA WEBCOURSES DUE TO COVID-19)

Thursday, March 19

QUIZ #8

- TOPIC: Culture, Politics, and the Body
- READING: Scheper-Hughes, Nancy and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1: 6-41.

Online

- Assignment #11: Proceed with writing research paper (instructions on Webcourses).
-

Week 12 (LECTURE & QUIZ AVAILABLE VIA WEBCOURSES DUE TO COVID-19)

Thursday, March 26

QUIZ #9

- TOPIC: Population Control and Policies in China
- READING: Greenhalgh, Susan. 1994. "Controlling Births and Bodies in Village China." *American Ethnologist* 21: 3-30.

Online

- Assignment #12: Proceed with writing (instructions on Webcourses).
- FILM: *China: One Child Policy*

Week 13 (LECTURE & QUIZ AVAILABLE VIA WEBCOURSES DUE TO COVID-19)

Thursday, April 2

QUIZ #10

- TOPIC: Health, Inequality, and Social Suffering
- READINGS: Farmer, Paul. 1996. "On Social Suffering and Structural Violence: A View from Below." *Daedalus* 125: 261-283.

Bourgois and Schonberg, pg. 1-45

Online

- Assignment #13: Proceed with writing (instructions on Webcourses).
-

Week 14 (LECTURE & QUIZ AVAILABLE VIA WEBCOURSES DUE TO COVID-19)

Thursday, April 9

QUIZ #11

- TOPIC: Drug Use and Homelessness in the U.S.
- READING: Bourgois and Schonberg, pg. 79-115, 147-181

Online

- Assignment #14: Proceed with writing and final editing (instructions on Webcourses).
-

Week 15 (LECTURE & QUIZ AVAILABLE VIA WEBCOURSES DUE TO COVID-19)

Thursday, April 16

QUIZ #12

- TOPIC: Drug Use and Homelessness in the U.S.
- READING: Bourgois and Schonberg, pg. 241-320

Online

- Research paper due on Sunday, April 19, at 11:59pm (instructions on Webcourses).
- FILM: *Chasing Heroin*

Final Exam Week

Thursday, April 23 **(EXAM AVAILABLE VIA WEBCOURSES DUE TO COVID-19)**

Final Exam



UNIVERSITY OF
CENTRAL FLORIDA

ANT4441: Anthropology of Cities
Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	<i>Dominique Langis-Barsetti</i>	Term:	<i>Spring 2020</i>
Office:	<i>Howard Phillips Hall 309-E</i>	Credit Hours	<i>3</i>
Phone:	<i>(407) 823-4962</i>	Class Meeting Days:	<i>Wednesday</i>
E-Mail:	<i>dominique.langis-barsetti@ucf.edu</i>	Class Meeting Hours:	<i>9:30 – 12:20am</i> <i>Finals Week 10:00-12:50am</i>
Website:	<i>Webcourses@UCF</i>	Class Location:	<i>Zoom</i>
Office Hours:	<i>By appointment</i>		

University Course Catalog Description

An anthropological exploration of cities and their social systems in the past and present.

Course Overview

Over half of the world's population now lives in cities, a number which continuously increases as more and more move to urban environments. Understanding cities and their inhabitants is, therefore, critically important to both the present and future of our world. This course will explore cities in the past and in the present from anthropological and archaeological perspectives, along with the activities and social systems that create them and that are enabled by them. Geographical Information Systems (GIS) will also be included as part of the methodologies that assist us in better understanding cities. Students will be expected to demonstrate familiarity with key concepts of and methods of urban anthropology as well as apply them through their own research on cities worldwide.

Course Objectives

- Discuss what cities are anthropologically, how they developed, and what they have and could become;
- Explore the activities and social systems that form and are formed by cities;
- Introduce how Geographical Information Systems (GIS) are used to better understand cities past and present;
- Explore the world's urban realities through assignments and presentations.

Course Prerequisites

None

Required Text and Articles

E. Barbara Phillips (2010) *City Lights: Urban-Suburban Life in the Global Society*. (Third Edition)
New York: Oxford University Press.

See course website for additional readings required each week.

Basis for Final Grade

Your final grade will be based upon a syllabus quiz (1%), a series of short presentations on cities worldwide (2% each), four oral article critiques (5% each), a 3 page research proposal with at least a three source bibliography (10%), a final written paper 10 pages in length with at least a ten source bibliography (25%), a final presentation (20%), and overall participation (10%). The due dates for each are listed in the table below, other than the four article critiques which will be assigned as the course progresses, and the city presentations which will be left at your own discretion. Failure to complete the assignment at that time, in the absence of a pre-accepted excuse, will result in a score of zero (0) for that assignment. Acceptable excuses include: significant illness, medical emergency, death in the family, or required participation in a UCF event (e.g. if you are an athlete attending a sports event or if you have a field trip for another class). In rare cases, such as a medical emergency, you can ask for an excuse after the fact, but do so as soon as possible. In all cases, be prepared to show evidence of the need for the excuse and let me know as far ahead of time as you can in order to find out if your excuse will be accepted and to leave us enough time to plan an alternate arrangement. These assignments are designed to get you thinking, writing, and presenting your ideas about cities and their place in the past, present, and future.

<i>Assignments</i>	<i>Due Date</i>	<i>Percent of Grade</i>
Syllabus Quiz	By Friday, Jan. 10 th at 3pm	1% and federal verification requirement
City Presentation #1	During class at your own discretion	2%
City Presentation #2	During class at your own discretion	2%
City Presentation #3	During class at your own discretion	2%
City Presentation #4	During class at your own discretion	2%
City Presentation #5	During class at your own discretion	2%
City Presentation #6	During class at your own discretion	2%
City Presentation #7	During class at your own discretion	2%
Article Critique #1	During class on assigned week	5%
Article Critique #2	During class on assigned week	5%
Article Critique #3	During class on assigned week	5%

Article Critique #4	During class on assigned week	5%
Research Proposal (3 pages)	February 12th at 9:30am	10%
Final Project (10 pages)	April 8th at 9:30am	25%
Final Presentation	April 22 nd	20%
Participation	Throughout the semester	10%

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of the first week.

Grading Scale

Letter Grade	Percentage		Letter Grade	Percentage
A	93 - 100 %		C	73 - 76 %
A-	90 - 92 %		C-	70 - 72 %
B+	87 - 89 %		D+	67 - 69 %
B	83 - 86 %		D	63 - 66 %
B-	80 - 82 %		D-	60 - 62 %
C+	77 - 79 %		F	59 % and below

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

<http://academicintegrity.org/>

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <<http://wpacouncil.org/node/9>> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility

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 instructor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) 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 me to discuss your circumstances.

University Writing Center

The University Writing Center (<https://uwc.cah.ucf.edu/>) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Attendance

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of zero (0) for that assignment.

Updates and Notifications

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

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of “Incomplete”

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

Course Schedule

This syllabus is tentative and reasonable schedule modifications may be made over the course of the semester to better meet the goals of the class. Any modifications will be posted on the course website and/or discussed in class.

Week 1 Wednesday, January 8
Course Introduction

Background Readings

Philips pp. 37-67, 74-77, 95-96
Smith 2010

Required Readings

N/A

Week 2 Wednesday, January 15
What is a City?

Background Readings

Philips pp. 105-143

Required Readings

Smith 2006
Smith and Lobo 2019

Week 3 Wednesday, January 22
Past Perceptions of the City

Background Readings

N/A

Required Readings

Golding 1975
Hewitt and Graham 2015
Morrison 2015

Week 4 Wednesday, January 29
The Rise of Cities

Background Readings
N/A

Required Readings
Blanton 1982
Childe 1950
Wheatley 1972

Week 5 Wednesday, February 5
The Shape of the City

Background Readings
Philips pp. 519-552
Miles 2008

Required Readings
Low 1996
Smith 2007

Week 6 Wednesday, February 12
The Built Environment

Background Readings
Philips pp. 559-590
Lawrence and Low 1990

Required Readings
Lynch 1960
Osborne 2015

RESEARCH PROPOSAL DUE (in class)

Week 7 Wednesday, February 19
The City and Its Hinterland

Background Readings
Philips pp. 148-162

Required Readings
Blanton 1976
Wilkinson 2005

Week 8 Wednesday, February 26
Communities in the City

Background Readings
Philips pp. 166-189, 251-256
Wilson 2008

Required Readings
Gabiam 2018
Giordano and Cole 2011

Week 9 Wednesday, March 4
Power in the City

Background Readings
Philips pp. 341-383, 464-480, 493-512
Kong 2008
Lilley 2008

Required Readings
Romano 1989
Schortman and Ashmore 2012

Week 10 Wednesday, March 11

SPRING BREAK

Week 11 Wednesday, March 18
Consumption and the Environment

Background Readings
Philips pp. 615-644

Required Readings
Awuor et al. 2008
Barthel and Isendahl 2013

NO PHYSICAL CLASS → ONLINE INSTRUCTION (see Coronavirus Accommodations)

Week 12 Wednesday, March 25
Security and Crime

Background Readings
Coaffee and Murakami Wood 2008
Hebert 2008

Required Readings
Low 2001
Fisher 2009

NO PHYSICAL CLASS → ONLINE INSTRUCTION (see Coronavirus Accommodations)

Week 13 Wednesday, April 1
Disease and Death

Background Readings
Carter 2011

Required Readings
Grineski et al. 2006
Marshall 2000

NO PHYSICAL CLASS → ONLINE INSTRUCTION (see Coronavirus Accommodations)

Week 14 Wednesday, April 8
Death of a City

Background Readings
Cowgill 2012
Bachvarova 2016

Required Readings
Eisinger 2014
Witakowski 2010

FINAL PAPER DUE (online submission)

NO PHYSICAL CLASS → ONLINE INSTRUCTION (see Coronavirus Accommodations)

Week 15 Wednesday, April 15
Presentation Preparation

NO PHYSICAL CLASS → ONLINE POSTING AND DISCUSSION

Week 16 (Finals' Week) Wednesday, April 22 (10:00am-12:50am)

STUDENT PRESENTATIONS

Coronavirus Accommodations

Given the extraordinary circumstances, physical class meetings are cancelled for the rest of the semester. Instruction will therefore move online through the tools provided by Webcourses. Lectures will be posted in video format on Webcourses shortly before our regular meeting time (i.e. Wednesdays at 9.30am). Please watch the material provided. At 11am, we will convene on Zoom for the discussion part of the class. Those of you with article critiques and city presentations scheduled should prepare them as usual. Class will end at 12.20pm, as per our regular schedule.

Office hours are likewise cancelled. Those of you wishing to contact me can do it through email. We can either correspond that way or set up a Zoom appointment.

Final presentations will take place on Zoom, starting at 10am on April 22. Please have a Powerpoint presentation ready to share, either as a shared screen, or sent out in advance for the rest of the class to follow along. Further details concerning the final presentations will be discussed in the coming weeks.

Details of Assignments

City Presentations (oral):

These short presentations (2-5min) are meant to encourage students to explore cities across time and space. You will be responsible for presenting a city of your choice seven times throughout the semester. Aside from a general background of the chosen cities, you should pay special attention to the ways said city relates or responds to the issues and topics discussed on the weeks where you are presenting.

Article Critiques (oral):

Since a large portion of class time will be dedicated to discussions, students are expected to be familiar with all required readings. On four occasions (to be assigned throughout the semester), you will be asked to give a critique of one of the assigned readings as well as come up with questions meant to foster class discussion.

Research Proposal Assignment (written, 3 pages):

This assignment is a three-page research proposal. In this proposal you should identify and explain the significance of: 1) which city you have selected for your final project and 2) which problem you will explore and which solutions you will propose based on research into this and other cities. The proposal should also include a bibliography of **at least 3 sources** which are cited in the proposal.

Final Project Assignment (written, 10 pages):

This assignment is a ten-page research paper. In this paper you should: 1) briefly introduce which city you selected and, if you selected a city or an issue of the past, the historical period you are dealing with, 2) introduce a problem that is found within that city, 3) provide some background on why that problem occurs in that city, 4) explain the impact of that problem on that city, 5) research ways that other cities have addressed this problem and explain why a similar solution might or might not work in this city, and 6) propose a brief plan to address this problem in this city. This paper should also include a bibliography of **at least 10 sources** which are cited in the paper. Although the class is not a GIS-focused one *per se*, students with a GIS background or interest are welcome to use GIS techniques and methods for their final paper. They will receive the same kind of assistance as students employing a more traditional approach.

Final Project Presentation (oral)

The last week of classes (during Finals' Week) will be dedicated to student presentations focused on the research conducted for the final paper. Presentations should be accompanied by appropriate visual material (e.g. Power Point presentation) and should last ca. 20-30min (depending on the number of students in the class and other potential scheduling considerations). Presentations should cover all aspects of the final project assignment. A question period will follow each presentation.

Bibliography

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2006 Tuberculosis and urban growth: Class, race and disease in early Phoenix, Arizona, USA. *Health and Place* 12: 603-616

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2008 Crime and Policing. In *The Sage Companion to the City*. Tim Hall, Phil Hubbard, and John Rennie Short, eds. Pp. 334-351. London: Sage.

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2001 The Edge and the Center: Gated Communities and the Discourse of Urban Fear, *American Anthropologist* 103(1): 45-58.

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2015 “Filatere – Sforzinda” in *Unbuilt Utopian Cities 1460 to 1900: Reconstructing their Architecture and Political Philosophy*. Pp. 11-28. Farnham: Ashgate Publishing

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2015 Ancient cities and power: the archaeology of urbanism in the Iron Age capitals of northern Mesopotamia. *International Journal of Urban Sciences* 19(1): 7-19

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2019 Cities Through the Ages: One Thing or Many? *Frontiers in Digital Humanities* 6: Article 12

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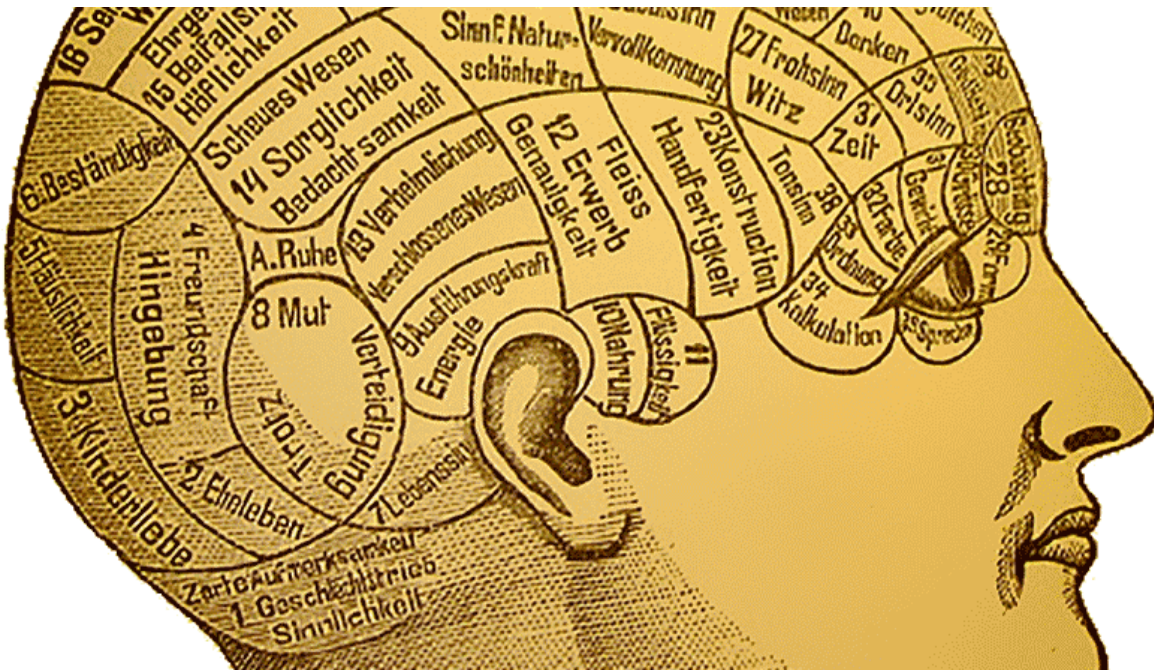
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Course Syllabus

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 [Edit](#)



ANG 4482 Anthropology of Mental Health

Department of Anthropology

College of Sciences, University of Central Florida

Instructor Information

- Instructor: Beatriz Reyes-Foster
- Office Location: Howard Phillips Hall Room 409I
- Office Hours: Thursdays 10:00 am-12:00 PM
- Phone: (407) 823-2206
- Digital Contact: beatriz.reyes-Foster@ucf.edu

Teaching Assistants

- GTA: Karli Reeves
- Email: karli.reeves@ucf.edu (mailto:karli.reeves@ucf.edu) OR Webcourses messaging

Course Information

- Term: 2020
- Course Number & Section: ANG 4482 01
- Course Name: Anthropology of Mental Health
- Credit Hours: 3
- Class Meeting Days: Tuesday and Thursday
- Class Meeting Time: 12:00 PM-1:15 PM
- Class Location: BA01, 121
- Course Modality: Face to Face **UPDATE: ONLINE AS OF 3/18/2020 (tentatively to 3/27/2020)**

Enrollment Requirements

Course Prerequisites (if applicable): Junior standing and at least one course in anthropology or a related social science (sociology, psychology, or social work).

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): None

Course Description

This course introduces anthropological approaches to mental health and examines mental health and healing in cross-cultural perspective.

Course Materials and Resources

Required Materials/Resources

- Kohrt, Brandon A. and Emily Mendenhall. *Global Mental Health: Anthropological Perspectives*.
- Watters, Ethan. 2010. *Crazy Like Us: The Globalization of the American Psyche*. New York: The Free Press.
- Duncan, Whitney. 2018. *Transforming Therapy: Mental Health Practice and Cultural Change in Mexico*. Nashville: Vanderbilt University Press.

Other readings will be available through Webcourses.

Optional Materials/Resources

None

Student Learning Outcomes

Students will accomplish the following learning outcomes:

1. Become familiar with the most important literature in psychological and psychiatric anthropology.
2. Explain what an anthropology of mental health is.
3. Understand the social construction of mental health, mental illness, and treatment.
4. Develop knowledge in the epistemology, philosophical underpinnings, and science of mental health and mental illness in cross-cultural perspective.

Course Activities

Reading Responses

Beginning in week 2 of the course, students will write a brief (450 to 500 word; no more than 500) response to the readings for each week and post it to a canvas discussion board. The response can take the form of question or comment about the assigned readings OR a response to another person's post. If you choose to comment on another person's response, be sure to **clearly reference and engage** the assigned texts. All reading responses are due **Wednesdays before 8 PM**. Please note that due to the timely nature of the reading responses **there is no grace period** for this assignment. Late reading responses will not be accepted.

Scaffolded Individual Paper

All Students have the following options for a final paper:

1. An illness narrative based on 1) an interview with a family member or friend who has experienced mental illness; **OR** 2) an interview with a family member or friend who has witnessed or been a caregiver for a friend or relative struggling with mental illness and undergoing treatment.
2. A review of a full-length ethnography which links the book to course readings and situates in the context of concepts learned in class.

Proposal & Annotated Outline

A scaffolded assignment is one in which students turn in earlier versions or stages of their work throughout the semester. In lieu of exams, a paper proposal and an annotated outline will be due approximately in Week 5 and Week 11 of the term. Detailed guidelines are available in Webcourses.

Group Research Paper and Poster

In addition to the final paper, students will collaboratively (in groups of 3-4) research a diagnostic category from the DSM-V and create a poster examining how this category has been researched anthropologically and how the illness presents cross-culturally. **This poster should be created using powerpoint then converted to PDF for online submission for our virtual poster session.**

Activity Submissions

All student work shall be submitted through Webcourses.

Attendance/Participation

IMPORTANT UPDATE 3/23/20: All university classes will remain online for the rest of term. We will continue online course activities.

IMPORTANT UPDATE 3/12/2020: All university classes have been moved online from 3/16/20-3/27/20. PLEASE BE AWARE THAT IT IS POSSIBLE THIS MOVE ONLINE WILL EXTEND BEYOND TWO WEEKS. Please note F2F classes have been cancelled from 3/16-3/18. We will resume course activities on 3/19/20.

IMPORTANT UPDATE 3/10/2020: Due to the rapid spread of COVID19, I ask that you please *do not attend class if you are sick*. If you are sick, your absence will be automatically excused and I will work with you to make up your work. Please notify the TA and myself if you are going to miss class due to illness.

Attendance is mandatory. Absences may be excused due to illness, death, childcare problems, or other unforeseeable emergencies. Per the Undergraduate Catalog, excused absences include "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays)." Anything outside of the scope of these circumstances will not be considered an excused absence and will result in a reduction of your grade.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be

equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Assignment	Percentage of Grade
Attendance and participation	10%
Reading Responses	15%
Paper Proposal	15%
Annotated Outline	15%
Final Paper	25%
Group Poster Presentation	20%
Total	100%

Letter Grade	Points
A	93 – 100 points

A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	70 – 76 points
D	60 – 69 points
F	59 and below

Consult the latest Undergraduate or Graduate [catalog \(http://catalog.ucf.edu/\)](http://catalog.ucf.edu/) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

You may view the course schedule for the semester [by following this link](#).

University Services and Resources

Academic Services and Resources

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

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services \(https://www.ucf.edu/services/\)](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#)

[\(https://www.ucf.edu/online/resources/guidelines/\)](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

Policy Statements

Inclusive Classroom Statement

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

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct \(http://osc.sdes.ucf.edu/process/roc\)](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 \(https://academicintegrity.org/\)](https://academicintegrity.org/).

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services \(http://sas.sdes.ucf.edu/\)](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, [sas@ucf.edu \(mailto:sas@ucf.edu\)](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.

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 \(http://emergency.ucf.edu/emergency_guide.html\)](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding

safety in case of an emergency.

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

Deployed Active Duty Military Students

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

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.

Third-Party Accessibility and Privacy Statements





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>)












Important Dates to Remember

Drop/Swap Deadline	Thursday, January 9
Withdrawal Deadline	Friday, March 20
Spring Break	Monday, March 9-Saturday, March 14
Grade Forgiveness Deadline	Monday, April 20
Research Presentation/Final Exam	Thursday, April 23, 10:00 AM-12:50 PM

Course Summary:

Date	Details	
Mon Jan 13, 2020	 Academic Activity Assignment (https://webcourses.ucf.edu/courses/1344366/assignments/6443883)	due by 11:59pm
Wed Jan 15, 2020	 Week 2 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443896)	due by 11:59pm
Wed Jan 22, 2020	 Week 3 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443895)	due by 11:59pm
Tue Jan 28, 2020	 Proposal (https://webcourses.ucf.edu/courses/1344366/assignments/6443904)	due by 11:59pm

Wed Jan 29, 2020	 Week 4 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443894)	due by 11:59pm
Wed Feb 5, 2020	 Week 5 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443893)	due by 11:59pm
Wed Feb 12, 2020	 Group Poster Topic (https://webcourses.ucf.edu/courses/1344366/assignments/6443902)	due by 11:59pm
	 Week 6 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443892)	due by 11:59pm
Wed Feb 19, 2020	 Week 7 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443891)	due by 11:59pm
Fri Feb 28, 2020	 Week 8 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443890)	due by 11:59pm
Wed Mar 4, 2020	 Week 9 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443889)	due by 11:59pm
Sun Mar 15, 2020	 ANT4482- Test (https://webcourses.ucf.edu/calendar?event_id=1830614&include_contexts=course_1344366)	8:30am to 9:30am
Wed Mar 18, 2020	 Week 11 Reading Response (https://webcourses.ucf.edu/courses/1344366/assignments/6443888)	due by 11:59am
	 Annotated Outline (https://webcourses.ucf.edu/courses/1344366/assignments/6443898)	due by 11:59pm
Thu Mar 19, 2020	 ANT4482- Online Office Hours (https://webcourses.ucf.edu/calendar?event_id=1830654&include_contexts=course_1344366)	10am to 12pm
	 ANT4482- Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=1830664&include_contexts=course_1344366)	12pm to 1:15pm
Tue Mar 24, 2020	 ANT4482- Regular Class Meeting (https://webcourses.ucf.edu/calendar?event_id=1830665&include_contexts=course_1344366)	12pm to 1:15pm
	Week 12 Reading Response	

Wed Mar 25, 2020	 https://webcourses.ucf.edu/courses/1344366/assignments/6443887	due by 11:59am
Thu Mar 26, 2020	 ANT4482- Online Office Hours https://webcourses.ucf.edu/calendar? event_id=1830655&include_contexts=course_1344366	10am to 12pm
	 ANT4482- Regular Class Meeting https://webcourses.ucf.edu/calendar? event_id=1830666&include_contexts=course_1344366	12pm to 1:15pm
Tue Mar 31, 2020	 ANT4482- Regular Class Meeting https://webcourses.ucf.edu/calendar? event_id=1830667&include_contexts=course_1344366	12pm to 1:15pm
Wed Apr 1, 2020	 Week 13 Reading Response https://webcourses.ucf.edu/courses/1344366/assignments/6443886	due by 11:59pm
Thu Apr 2, 2020	 ANT4482- Online Office Hours https://webcourses.ucf.edu/calendar? event_id=1830656&include_contexts=course_1344366	10am to 12pm
	 ANT4482- Regular Class Meeting https://webcourses.ucf.edu/calendar? event_id=1830668&include_contexts=course_1344366	12pm to 1:15pm
Tue Apr 7, 2020	 ANT4482- Regular Class Meeting https://webcourses.ucf.edu/calendar? event_id=1830669&include_contexts=course_1344366	12pm to 1:15pm
Wed Apr 8, 2020	 Week 14 Reading Response https://webcourses.ucf.edu/courses/1344366/assignments/6443885	due by 11:59pm
Thu Apr 9, 2020	 ANT4482- Regular Class Meeting https://webcourses.ucf.edu/calendar? event_id=1830670&include_contexts=course_1344366	12pm to 1:15pm
Wed Apr 15, 2020	 Week 15 Reading Response https://webcourses.ucf.edu/courses/1344366/assignments/6443884	due by 11:59pm
Mon Apr 20, 2020	 Final Paper: Illness Narrative https://webcourses.ucf.edu/courses/1344366/assignments/6443900	due by 11:59pm

Thu Apr 23, 2020



[Group Poster Presentation](https://webcourses.ucf.edu/courses/1344366/assignments/6443901)

[\(<https://webcourses.ucf.edu/courses/1344366/assignments/6443901>\)](https://webcourses.ucf.edu/courses/1344366/assignments/6443901)

due by 11:59pm



[Attendance](https://webcourses.ucf.edu/courses/1344366/assignments/6443899) (<https://webcourses.ucf.edu/courses/1344366/assignments/6443899>)



[Roll Call Attendance](https://webcourses.ucf.edu/courses/1344366/assignments/6443905)

[\(<https://webcourses.ucf.edu/courses/1344366/assignments/6443905>\)](https://webcourses.ucf.edu/courses/1344366/assignments/6443905)



Human Biological Diversity

ANT 4516 (0W60) ■ Spring 2020

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

Course Information

Course Name: Human Biological Diversity
Course ID: ANT 4516 (0W60) / Spring 2020
Credit Hours: 3.0 hours
Location/time: Online via WebCourses@UCF

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus - Phillips Hall 309F
Phone: 407-823-2227
Online Hours: Wednesday 9:30-11:30 AM via Chat
In Office Hours: Wednesday 10:30-11:30 AM (or by scheduled appointment)
E-mail: via WebCourses Inbox messaging (or lana.williams@ucf.edu)

GTA Contact

GTA: Lindsey Lefebvre
Main office: UCF Main Campus - Phillips Hall 309 / 407-823-2227
Phone: 407-823-2227
Online Hours: TBA via Chat
In Office Hours: TBA (or by scheduled appointment)
E-mail: via WebCourses Inbox messaging

University Catalog Description

Human biological variation and adaptation. **Prerequisite:** ANT 2511 or BSC 2010C, or CI.

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

What is this course about?

Ever wonder exactly how genetically similar you are to someone else? A simplistic answer is only about 1.6% of you is unique! It doesn't sound like much, but, when you critically examine how different we appear to be, that small percentage can become very important to scientific understanding of the extraordinary range of human diversity from evolutionary and biocultural perspectives. Evolutionary perspectives stress the functional and adaptive nature of human biological variations and the influence of environment on that biology, while biocultural perspectives focus on social, behavioral and biological integration in human adaptability in contemporary and past populations.

Human Biological Diversity includes everything you'll need to get acquainted with debates on human variation and adaptation and related scientific evidence of genetic variability and gene function. Together, we will be investigating topics that include human genomics, extent of human life span, the race concept and behavioral genetics, chronic and infectious disease risk, population

demography, and our adaptations to current and future environments. Your task in this course is to take a fresh look at the world around you, make sense of alternate positions, and better understand how anthropologists apply methods, theories and knowledge from various disciplines in their scientific exploration of our biological similarities and differences.

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 variation and the adaptive significance of biological diversity in human populations.

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

- Explain methods used by biological anthropologists when studying human biological diversity.
- Describe historical and sociocultural influences on scientific understanding of human biological diversity.
- Apply differing methods of defining and quantifying phenotypic and genotypic traits
- Analyze data sets on physiological responses, genetic variability and shifting patterns of variability in populations.
- Discuss implications of genetic testing, racial identification, and patterns of infectious disease response.
- Develop and defend informed opinions on human biological diversity taking into account shifting social and ecological influences.

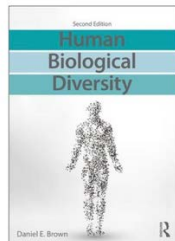
While emphasis is placed on the earning outcomes listed above, you will also be developing the following intellectual and practical skills needed in higher level university study and future employment opportunities:

- 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?

When a textbook is required, I make very effort to choose the most affordable option that fits the course objectives. The following **current textbooks are required** for successful completion of this course. The current editions are available for rent or purchase in varied formats at the UCF Bookstore and through various local and online vendors. **No specific format is required**, but you must be able to regularly access the textbooks for study throughout the term. Any additional required readings (outside of these texts) will be provided through WebCourses@UCF.

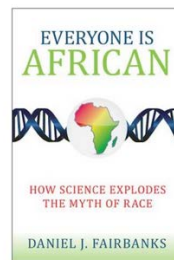
NOTE: The UCF Bookstore does not keep textbooks in stock through the term - please purchase your textbooks as soon as possible.



Human Biological Diversity

Author: Daniel Brown
Edition: 2nd Edition
Year: 2019
Publisher: Routledge
ISBN: 9781138037533

Available in paperback and eBook formats



Everyone Is African: How Science Explodes the Myth of Race

Author: Daniel Fairbanks
Edition: 1st edition
Year: 2015 (may differ depending on format)
Publisher: Prometheus Books
ISBN: 9781633880184

Available in paperback and eBook formats

What is WebCourses@UCF?

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

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the [COURSE INTRO: Things You Should Know](#), which can be accessed using the embedded link or the

'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

How should I plan my course work schedule?

This course explores human biological diversity through evolution, biological anthropology and human genomics – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past students experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course. Generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important**.

During the next 14 weeks of the Spring 2020 term, you should expect to spend the **three hours of class time each week listening to lectures, taking notes, and participating in assigned class activities**. You should also plan on setting aside a minimum of **three hours each week to complete your assigned reading, view assigned media content, review materials, and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 4000-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 two or three days of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit **online office hours on Wednesdays from 9:30-11:30am EST**. If you are on UCF's Main Campus, you can also visit my office in **Howard Philips Hall 309F on Wednesdays from 10:30-11:30am EST**. 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 quiz to start the course;
- review online course content materials, including any assigned media content and readings;
- use the provided handouts and study guides;
- participate in 3 Point-of-View online discussions;
- submit 12 of 14 Quizzes (two lowest scores are dropped);
- submit 10 of 12 Activity assignments (two lowest scores are dropped);
- submit 3 online written exams.

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

media content. Modules also contain lecture slide handouts and study guides to assist you in reviewing for your quizzes and exams. All written work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late 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. If you have not already done so, **please obtain the required textbooks as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the [REQUIRED ACTIVITY: Are You a Roller?](#) 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 activity (1) & POV Discussions (3)	40	15%
Quizzes (12)	120	15%
Activity Assignments (10)	200	25%
Exams (3)	300	45%
<i>Total Possible</i>	<i>660</i>	<i>100%</i>

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

- **Required Activity:** You will need to submit work for a required academic discussion activity to initiate your class participation. In the activity, you apply a method of analysis used in human biological diversity and share your results with other students in the class. No prior knowledge is expected. **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 evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions. **You are required to submit at least 12 of the 14 quizzes** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 14 possible quiz grades when calculating your final grade.
- **Point-of-View Discussions:** These short online discussions are designed to help you think critically about, articulate, and reflect on key concepts related to human variation and current debates presented in course materials. **You are required to participate in and submit all 3 Point-of-View discussion assignments** located in the learning modules.
- **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 technique used is assessing and understanding human variability and adaptability. **You are required to submit at least 10 of the 12 activity assignments** located in the learning modules. WebCourses will **automatically drop the two lowest scores** from 12 possible activity assignment grades when calculating your final grade.
- **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, problem application, and short answer questions. **You are required to submit all 3 online exams** located in the learning modules.

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

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

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

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

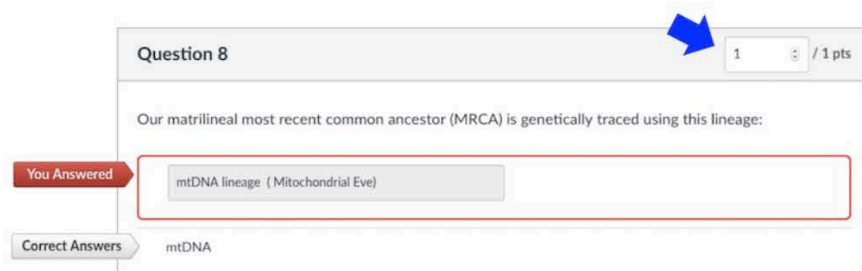
How do I view my grades?

You can access your grades for 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 and discussion grades will be available within three-to-five 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.
- 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?

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	
Thu Jan 9, 2020	 POV1 DISCUSSION: Who Should Get the Credit?	due by 11:59pm
Fri Jan 10, 2020	 REQUIRED ACTIVITY: Are You a Roller?	due by 11:59pm

Mon Jan 13, 2020	 POV1 DISCUSSION: Group Response	due by 11:59pm
	 QUIZ 1: Evolutionary Ideas	due by 11:59pm
	 REQUIRED ACTIVITY: Discussion Response	due by 11:59pm
Mon Jan 20, 2020	 QUIZ 2: Genes and Microevolution	due by 11:59pm
Wed Jan 22, 2020	 ACTIVITY 1: Mapping Genes to Traits	due by 11:59pm
Mon Jan 27, 2020	 QUIZ 3: Molecular Genetics	due by 11:59pm
Wed Jan 29, 2020	 ACTIVITY 2: Gene Therapy	due by 11:59pm
Sun Feb 2, 2020	 EXAM 1: Modules 1 through 4	due by 11:59pm
Mon Feb 3, 2020	 QUIZ 4: Macroevolution and Taxonomy	due by 11:59pm
Wed Feb 5, 2020	 ACTIVITY 3: DNA Phylogeny	due by 11:59pm
Mon Feb 10, 2020	 QUIZ 5: Race and Variation	due by 11:59pm
Wed Feb 12, 2020	 ACTIVITY 4: Skin Color Variability	due by 11:59pm
Thu Feb 13, 2020	 POV2 DISCUSSION: Is Your IQ Biased?	due by 11:59pm
Mon Feb 17, 2020	 POV2 DISCUSSION: Group Response	due by 11:59pm
	 QUIZ 6: Traits and Behavior	due by 11:59pm
Wed Feb 19, 2020	 ACTIVITY 5: Sickle Cell and Malaria	due by 11:59pm
Mon Feb 24, 2020	 QUIZ 7: Affinities and Migration	due by 11:59pm
Wed Feb 26, 2020	 ACTIVITY 6: Got Lactase?	due by 11:59pm
Mon Mar 2, 2020	 QUIZ 8: Population Demography	due by 11:59pm
Wed Mar 4, 2020	 ACTIVITY 7: Population Dynamics	due by 11:59pm
Sun Mar 8, 2020	 EXAM 2: Modules 5 through 9	due by 11:59pm
Mon Mar 9, 2020	 QUIZ 9: Growth and Development	due by 11:59pm
Wed Mar 18, 2020	 ACTIVITY 8: Growth Indicators	due by 11:59pm
Mon Mar 23, 2020	 QUIZ 10: Aging and Senescence	due by 11:59pm
Wed Mar 25, 2020	 ACTIVITY 9: Alzheimer's Disease	due by 11:59pm
Mon Mar 30, 2020	 QUIZ 11: Our Physical Limits	due by 11:59pm
Wed Apr 1, 2020	 ACTIVITY 10: Are You Hot or Cold?	due by 11:59pm

Mon Apr 6, 2020	 QUIZ 12: Adapt to Malnutrition	due by 11:59pm
Wed Apr 8, 2020	 ACTIVITY 11: Starch Consumption	due by 11:59pm
Mon Apr 13, 2020	 QUIZ 13: Adapt to Infectious Disease	due by 11:59pm
Wed Apr 15, 2020	 ACTIVITY 12: Virus Hunters	due by 11:59pm
Thu Apr 16, 2020	 POV3: Where's My e-Waste?	due by 11:59pm
Mon Apr 20, 2020	 POV3 DISCUSSION: Group Response	due by 11:59pm
	 QUIZ 14: Modern and Future Worlds	due by 11:59pm
Fri Apr 24, 2020	 EXAM 3: Modules 10 through 14	due by 11:59pm

ANT 4802 Ethnographic Field Methods
Spring 2020
BA1 O122
Tuesday/Thursday 1:30PM – 2:45PM

Instructor: Julie Torres
Office: Barbara Ying Center Building (#71) 106a
Office Hours: Tuesdays 10 a.m. – 12 p.m. or by appointment
E-mail: Julie.Torres@ucf.edu

Course Description

This course is an introduction to ethnography as both a method of research and a genre of writing. We will immerse ourselves in a variety of ethnographic research methods, including participant observation and interviewing. The course will also cover a variety of topics related to the craft of doing and writing ethnography, such as ethical considerations and challenges of doing fieldwork, theoretical debates, and the positionality of the researcher.

This is a practice-based seminar, that will rely on your participation in class discussions, as well as your hands-on experiences in “the field.” Throughout the semester, we will engage in several in-class workshops designed to enhance our understandings of how ethnographic research is conducted, analyzed, and written. These workshops are also opportunities to provide and receive feedback from your peers. The course will culminate in the production of your own ethnographic text - an assemblage of narratives, observations, interviews, and other data, that will provide insight into your chosen research topic.

Course Objectives

By the end of the course, students will be able to:

1. Apply a range of ethnographic research methods through the design of a mini-ethnographic research project of your own choosing.
2. Evaluate anthropological debates around the practice and writing of ethnography.
3. Understand the ethical challenges of research and representation.
4. Develop your own ethnographic writing style to communicate your findings and analysis.

Required Books

Davis, Dána-Ain and Christa Craven. 2016. *Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities*. Lanham, MD: Rowman & Littlefield. (Davis and Craven in the syllabus)

Ghodsee, Kristen. 2016. *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press. (Ghodsee in the syllabus)

Supplementary readings and additional resources are available on Webcourses.

Course Requirements and Grading

The first thing I want to say to you who are students, is that you cannot afford think of being here to receive an education: you will do much better to think of being here to claim one.

- Adrienne Rich, *Speech delivered at the convocation of Douglass College, 1977*

Participation: 10 points

Full participation means that all of us make the effort

1. To share our own thoughts, reflections, and questions about the course topics;
2. To listen to one another and create space for others to share;
3. To speak and behave respectfully towards everyone who enters our learning environment;
4. To prepare for each class session by completing all assigned readings and assignments, as well as bringing an electronic or print copy of the readings to class;
5. To engage authentically in the assignments and activities we do in class;
6. To arrive on time to class and be in attendance for each session.

If you are not in class or arrive late, then you cannot actively participate and will miss information that is valuable to the successful completion of this course. At the beginning of class, I may ask you to write a question based on the week's readings or have you engage in a free writing activity. If you arrive after these exercises, you are considered late. At the end of the semester, I will ask you to evaluate your own participation. I will take these self-evaluations into consideration when calculating your participation grade.

You are allowed two unexcused absences. You must e-mail me to inform me if/when you will be absent. For each additional unexcused absence, you will lose a point off your overall grade for the course. Please note that excused absences require documentation. If you accrue 6 or more unexcused absences, you will earn an F for the semester. Please exchange contact information with at least 2-3 other members of the class so that you can reach out to your peers to catch you up in the event that you miss a class. I will not be responsible for helping students make up missed content.

Note: If I find that you are not actively discussing the readings in class, I will assign reading response papers that will contribute to your participation grade.

Fieldwork Exercises: 30 points

This class requires you to go to "the field" and conduct your own ethnography. Over the course of the semester, you will complete 7 short written fieldwork exercises. The goal of these exercises is to practice ethnographic research skills and get you started on your research projects. Unless otherwise noted, these assignments should be uploaded to Webcourses on the Sunday before class by 11:59 p.m. Details of these assignments will be posted on Webcourses and discussed in class.

- Week 2 — Project Abstract (4 points + 1 point from academic engagement activity)
- Week 5 — Observation Activity/Narrative (5 points)
- Week 6 — Interview (5 points)
- Week 8 — Positionality (5 points)
- Week 9 — Annotated Bibliography (5 points)
- Week 12 — Spatial Analysis/Mapping (5 points)

You are expected to keep a fieldwork journal (print or electronic). We will periodically discuss and reflect on the contents of your journal throughout the course.

Reading Facilitation: 10 points

Each week, one or two students will be responsible for presenting and leading class discussion. You should assume your classmates have done the reading, so a detailed summary is not necessary. An

effective presentation will present an overview of the author's argument(s) or main themes. What does the reading tell us about fieldwork and/or ethnography? You may also draw connections to other readings we have discussed throughout the course and/or incorporate supplemental materials, such as videos, articles, photographs, etc. You are responsible for preparing at least two questions to facilitate class discussion. Presentations should last approximately 10-15 minutes.

Research Proposal 15 points

You will submit a 2-3 page research proposal that includes your research questions, field site, population, and proposed methods. You must incorporate and cite relevant course readings. Further details and sample proposals will be provided in class and on Webcourses.

Final Presentation: 10 points

You will present your final project using PowerPoint, Prezi, or other presentation software. The presentation should provide an overview of your topic, research questions, literature review, methodology, findings, and significance. Presentations should last approximately 10 minutes.

Final Ethnographic Paper: 25 points

Students will write a 7-10 page (excluding references) double spaced paper on their ethnographic project. You must have a clear argument and draw upon readings from the semester, as well as at least 5 outside sources relevant to your topic. A more detailed description of the requirements for this paper will be provided in class and placed on Webcourses.

Note: All assignments should be written in Times New Roman, 12-point font, double spaced with 1pt. margins. You should follow AAA/Chicago Style for citations (see guide in the Files section of Webcourses in the folder labeled "Additional Resources").

Grading Scale

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

Late Policy

All assignments are expected to be submitted on time. However, I understand that life sometimes happens. As such, I will accept written assignments up to 5 days after the due date at a 10 percent penalty per day. For instance, for an assignment worth 5 points, you will lose .5 points a day. It is also possible that you will not receive the same amount of feedback as your peers who submitted their assignments on time. After this period, I will no longer accept late work under any circumstances except, as per university policy, in cases where participation in an authorized university event or activity, military status, or religious observance conflicts with course deadlines. Please contact me in advance and provide proper documentation to arrange accommodations. This policy does not apply to the final paper, which has a fixed deadline.

Grade Appeal Policy

Requests for a regrade should be made in-person by appointment, within 7 days of receiving your grade. You should come to my office hours prepared with a 1-page, single spaced written response that includes a clear, detailed argument explaining how your work meets the requirements of the assignment. This policy does not apply to the final paper. Please note that if I accept your request, you are not automatically guaranteed a higher grade. Your grade may go up or it may go down.

E-mail Communication

I am happy to schedule meetings and respond to questions over e-mail. Please check the syllabus and Webcourses to make sure your question is not already answered before e-mailing. Use your institutional e-mail to communicate with me to ensure that messages are not delivered as spam. Please be professional in your email correspondence with all your professors, including me. Include a subject line, greeting (Dear Prof. Torres), and signature. While I do my best to respond to e-mails in a timely fashion, please allow 24-48 hours during weekdays to receive a response. If your question requires more than a brief reply, I will ask that you come see me during office hours.

Technology

Your cell phone should be silenced or turned off and put away for the duration of the class period, except in the rare instance that I ask you to use them for an activity. If you have special circumstances, such as a family emergency, that warrants keeping your phone in view, please notify me ahead of time. The use of laptops and tablets for the purpose of note-taking and viewing class materials is permissible. However, if you are distracted by inappropriate (texting, social media, messenger, etc.) use of technology, your participation grade will reflect this. For every class that you all respect this policy, the entire class will receive .25 points added to their final grade.

Academic Integrity

In accordance with UCF's Rules of Conduct, you 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. (In this course, we will use turnitin.com to check for plagiarism)
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.

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 your official transcript indicating academic dishonesty.

Inclusivity Statement

I am committed to fostering an inclusive classroom environment, that values the various dimensions of diversity, including but not limited to: race, ethnicity, gender, physical ability, sexual orientation, class, and family status. While we may not always agree with each other, we should respect our differences and challenge ideas and not people. We are collectively responsible for promoting an atmosphere of inclusion and mutual respect. We should also strive to be conscious of if/when we are monopolizing class discussion, in order to ensure that all voices are heard.

Names and Pronouns

If you wish to be called by a name or gender pronoun other than the one under which you are enrolled for this course, please let me know. I will honor such requests and ask that others in the class do the same.

Policy on Children in Class

The policy described here is a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that unforeseen disruptions in childcare do happen. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. In cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
4. I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance (Adapted from Cheyney 2017).

Course Accessibility Statement

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/>). 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.

On-campus Resources

The Writing Center

The University Writing Center (UWC) offers writing support to students from first-year to graduate

in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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 professor reserves the right to modify this syllabus at any time.

Week 1 – What is Ethnography?

Tuesday, January 7

Course Overview and Introduction

Academic Engagement Assignment (Due 1/10): This is a university requirement for the disbursement of your financial aid that must be completed the first week of class.

Thursday, January 9

Marcus, George E., and Dick Cushman. 1982. Ethnographies as texts. *Annual Review of Anthropology* 11:25–69.

Davis and Craven, Intro., Ch.1 and 2

Week 2 –Choosing a topic and field site

Tuesday, January 14

Agar, Michael. 1996. “Who are you to do this?” In *The professional stranger: An informal introduction to ethnography*. New York: Academic Press. Pp. 91-111

Ghodsee, Ch. 1

Gupta, Akhil and James Ferguson. 1997. “Disciplines and Practices: ‘The Field’ as Site, Method, and Location in Anthropology.” In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Gupta A. and J. Ferguson, 1-40. Berkeley: University of California Press.

Thursday, January 16

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. “From Topics to Questions.” In *The Craft of Research*. Chicago: University of Chicago Press.

Kelly, Tobias. 2014. "Getting Started." In *Doing Anthropological Research: A Practical Guide*, edited by Natalie Konopinski. London: Routledge.

Assignment #1 Project Proposal Abstract (Due 1/19 by 11:59 p.m.)

Week 3 – Ethics

Tuesday, January 21

Davis and Craven, Ch. 5

Smith, Linda T. 2007. "On tricky ground: Researching the native in the age of uncertainty." In *The Sage handbook of qualitative research*, edited by N. K. Denzin & Y. S. Lincoln, 85–107. Thousand Oaks, CA: Sage.

Thursday, January 23

AAA Statement on Ethics (2012)

Guest Speaker from IRB Office

Week 4 – Participant Observation and Other Methods

Tuesday, January 28

Davis and Craven, Ch. 6

O'Reilly, Karen. 2005. "Participating and Observing." In *Ethnographic Methods*, 55-71. London: Routledge.

Thursday, January 30

Davis and Craven, Ch. 7

Hale, Charles R. 2001. "What is activist research?." *Items and Issues: Social Science Research Council* 2(1-2): 13-15.

Week 5 – Writing Fieldnotes

Tuesday, February 4

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Ch. 1 "Fieldnotes in Ethnographic Research" and Ch. 2 "In the Field." In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Thursday, February 6

Ghodsee, Ch. 3 and Ch. 4

Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." In *The Interpretation of Cultures*, 1-30. New York: Basic Books

Workshop: Fieldnotes

Assignment #2 Observation Activity/Narrative (Due 2/2 by 11:59 p.m.)

Week 6 – Interviewing

Tuesday, February 11

Madison, D. Soyini. 2005. "Methods: "Do I Really Need a Method?" a Method . . . Or Deep Hanging Out?." In *Critical Ethnography: Method, Ethics, and Performance*, 19-50. Thousand Oaks: SAGE.

- O'Reilly, Karen. 2005. "Interviews: Asking Questions of Individuals and Groups" and "Practical Issues in Interviewing." In *Ethnographic Methods*. London: Routledge.
- Thursday, February 13 Waterston, Alisse. 2019. "Intimate ethnography and the anthropological imagination: Dialectical aspects of the personal and political in *My Father's Wars*." *American Ethnologist* 46(1): 7-19.
- Workshop: Interviews
- Assignment #3 Interview (Due 2/9 by 11:59 p.m.)
- Week 7 – Research Design**
- Tuesday, February 18 Pzeworski, Adam and Salomon, Frank, *On the Art of Writing Proposals* (Social Science Research Council, 1995 rev., 1988).
- Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32:485- 489.
- Thursday, February 20 Workshop: Proposal Writing. Bring a draft of your proposal to class. You will spend time in class workshopping each other's work.
- PROPOSAL (due 2/23 at 11:59)**
- Week 8 Positionality, Reflexivity, and Emotion**
- Tuesday, February 25 Davis and Craven, Ch. 3
- Narayan, Kirin. 1993. "How Native is a 'Native' Anthropologist?" *American Anthropologist* 95(3): 671-686.
- Thursday, February 27 Behar, Ruth. 1996. "Chapter 1 The Vulnerable Observer." In *The Vulnerable Observer: Anthropology That Breaks Your Heart*. Boston: Beacon Press.
- Ghodsee, Ch. 2
- Rosaldo, Renato. 1993. "Introduction: Grief and a Headhunters Rage." In *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon.
- Assignment #4 Positionality Paper (Due 2/23 at 11:59 p.m.)
- Week 9 - Decolonial Methodologies**
- Tuesday, March 3 Smith, Linda Tuhiwai. 2012. "Introduction." In *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books.
- Uddin, Nasir. "Decolonising ethnography in the field: An anthropological account." *International Journal of Social Research Methodology* 14(6):455-467 .
- Thursday, March 5 Library/Research Day

Assignment #5 Annotated Bibliography (due 3/15 at 11:59 p.m.)

Week 10 – Spring Break

March 10 and March 12 No class. Continue to work on your research projects.

Week 11 - Analyzing Data

Monday, March 16 Check-in (Assignments)

Tuesday, March 17 Read the scheduled assigned readings:
Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. Processing Fieldnotes: Coding and Memoing.” In *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press. “
Gobo, Giampreto. 2017. “Coding and Analyzing Ethnographic Records.” In *Doing ethnography*, 211-241. London, UK: Sage.

Reading Response Week 11 (Assignments Section)

Write two paragraphs (400-600 words), answering the following question:

- What are the different methods/strategies for analyzing ethnographic data?
- How will you code your data and why?
- What is the purpose of a memo?

Make sure to use the keywords and concepts from the texts. In-text citations and bibliography are required. (Worth 2.5 points)

Due Tuesday, March 17 by 1:30 p.m.

Comments on Reading Facilitation in Discussions due Wednesday, March 18 by 11:59 p.m.

Thursday, March 19 Watch the video/lecture on coding.

Coding Workshop/Assignment

Select 3-5 pages of your fieldnotes. In the margins, using the edit/comments function, code your notes. Additionally, you must write a one-page, double spaced memo which includes:

- 1-2 sentences explaining your approach to coding (cite readings)

- What did you notice in the fieldnotes you just coded?
- Are there any patterns or themes you see emerging throughout your research? (see examples of code memos in Emerson et. al.)

Due Sunday, March 22nd by 11:59 p.m. (Worth 5 points)

Week 12 – Visualizing the field

Tuesday, March 24

Read the following:

Ghodsee, Ch. 7

Read “Sketching Visual Anthropology: An Interview with Illustrator Judit Ferencz,” <https://culanth.org/fieldsights/sketching-visual-anthropology-an-interview-with-illustrator-judit-ferencz>

O’Reilly, Karen. 2005. “Visual Data and Other Things.” In *Ethnographic Methods*, 55-71. London: Routledge.

Torres, Julie. 2016. “Mourning in Orlando.” *Anthropology News* 57 (11-12): 14-17.

Reading Response Week 12 (Assignments Section)

Write two paragraphs (400-600 words), answering the following question:

- What are some different forms of visual data?
- What are some of the benefits and limitations of incorporating visual data into ethnographic research?
- How might you use visual data in your own research?

Make sure to use the keywords and concepts from the texts. In-text citations and bibliography are required. (Worth 2.5 points)

Due Tuesday, March 24th by 1:30 p.m.

Comments on Reading Facilitation in Discussions due Wednesday, March 25th by 11:59 p.m.

Thursday, March 26

Watch Stuff -- A Cluttered Life: Middle-Class Abundance

Visual/Material Data Post – This assignment is in the Discussions section of Webcourses

Post an image related to your research (i.e. photographs of your field site collected during participant observation, pamphlets, flyers, your own visual "map/drawing," etc.). Write 3-5 sentences describing what this image tells us about your research, your participants, and/or culture? How do we incorporate these items without over-analyzing or assuming meaning?

After you have posted, you should reply to at least two of your classmate's posts. Is there anything you find interesting about their image? Any questions you have for them based on the image and their research? Any thoughts or themes that you see that the original poster did not mention. This is an opportunity to discuss and engage with each other's work.

Due Friday, March 27th by 11:59 p.m.

Week 13 Writing Ethnography

Tuesday, March 31

Craven, Ch. 6,
Ghodsee, Introduction, Ch. 5 and Ch. 8

Complete free writing exercise by March 31st at 1:30 p.m

Comments on Reading Facilitation in Discussions due Wednesday, April 1 by 11:59 p.m.

Review guidelines for final proposal and presentation posted in Discussions. Reply with any questions.

Thursday, April 2

Ghodsee, Ch. 9-12

Workshop: Proposal Peer Review

Upload a copy of your proposal by April 1, before 11:59 pm (the assignment will lock to assign peer review, so be sure to submit on time). You may use the proposal draft you previously submitted or an updated draft of your final proposal. You will then be automatically assigned the work of your classmate to review. Comments on peer's work is due April 5th at 11:59 pm.

Weeks 14 and 15 Presentations (During regular class time)

Tuesday, April 7	Presentation of proposals via Zoom
Thursday, April 9	Presentation of proposals via Zoom
Tuesday, April 14	Presentation of proposals via Zoom
Thursday, April 16	Presentation of remaining proposals via Zoom

Complete Wrap-up assignments – Self-evaluation form

FINAL PAPER DUE MONDAY, APRIL 20th



ANT4854/ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

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

University Course Catalog Description

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

Course Overview

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

Course Objectives

In this course, students will gain skills in:

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

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

Course Prerequisites

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

Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

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

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>. All students are required to follow the Rules of Conduct (<https://osc.sdes.ucf.edu/process/roc>), and in UCF's student handbook, The Golden Rule (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

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

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

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

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

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

Accommodations for Active Duty Military Students

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

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with an alternative time for their presentations.

Updates and Notifications

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

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of “Incomplete”

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the “I” will automatically become an “F” on your transcript.

Course Schedule

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

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

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

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

Article Bibliography

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

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

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

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

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

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

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

Raanan, Malka Greenberg and Noam Shoval

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

Roth, Robert E.

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

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

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

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

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

Spielman, Seth

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

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

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

Sui, Daniel

2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.